

AD-A234 086

100% PURE COPY

①

A Report
Presented to
the Faculty of the School of Education
San Diego State University

DTIC
ELECTRONIC
APR 02 1991
C

DISTRIBUTION STATEMENT A

Approved for Public Release
Distribution Unlimited

91 4 01 125

SHORE DUTY DEPARTMENT HEAD SCHOOL

1

NPS

A Report

Presented to

the Faculty of the School of Education

San Diego State University



In Partial Fulfillment

of the Requirements for the Course

Education 795B

Dr. W. Piland

by

C. J. Schendel

November, 1990

Per Form 50	
A-1	

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION	1
Current Situation	3
Problem Statement	5
Importance	5
Curriculum Overview	6
Assumptions	8
Purposes	9
Definition of Terms	10
Organization of Project	11
2. CURRICULUM FRAMEWORK	12
Curriculum Rationale	12
Validity of Curriculum Design	13
Philosophical/Psychological Foundation	14
Conceptual Framework	16
Summary	18
3. CURRICULUM DESIGN SYSTEM	19
Analysis	19
Development	22

TABLE OF CONTENTS (continued)

Implementation	27
Evaluation	30
4. CURRICULUM OUTLINE	33
5. RECOMMENDATIONS FOR PRACTICE	36
BIBLIOGRAPHY	38
APPENDIX	
A. Vice Admiral Boorda's Letter with Enclosure	
B. Naval Officer Shore Department Head Course Syllabus	
C. Shore Department Head Student Learning Objectives	
D. Instructor Lesson Topic Guide	
E. Student Lesson Topic Guide	
F. Evaluation Forms	
G. Surface Warfare Officer Division Officer Course Listing of Units and Titles	

Chapter 1

INTRODUCTION

↙ Systematic approaches to training or instructional systems development (ISD) were developed during World War II to address the pressing and technical needs of the military for trained personnel. Intuitive, random and varied ways of teaching soldiers to fly, march, maintain equipment, lead others and generate battle strategies were undependable. ISD provided a broad prescription for looking at men and women and their work and figuring out ways to teach them to do it. (Rossett, 1987, p. 8)." The Shore Duty Department Head curriculum was designed for the U. S. Navy which utilizes all of the stages of ISD - analysis, design, development, implementation and evaluation. Therefore, all of the stages have been addressed in this paper.

The initial target population for this course was the General Unrestricted Line (URL) Community (110X). This year for the first time in history, Vice Admiral J. M. Boorda, Deputy Chief of Naval Operations (Manpower, Personnel and Training) chaired a General URL Conference. This community is mainly composed of females. The men in this community usually were attrites from the warfare community schools. In his letter of June 8, 1990 to all General URL officers the Admiral stated that,

"The designation to 110X of warfare attrites and those who lose their warfare qualification has been stopped. Officers with competitive records will continue to be accepted for redesignation. Hopefully, a side benefit of this policy will be to improve the professional reputation and promotional competitiveness of the men who voluntarily join your community".

He also made clear that the dual roles of this community are in leadership billets and as subspecialty experts.

→ The General URL officer presently receives no formal training as a division officer nor as a department head. It has been the individual officer responsibility to develop "leadership skills vis-a-vis subspecialty expertise (VADM Boorda ltr 8 JUN '90)". The three warfare communities (surface, air and submarine) do have division officer and department head schools but they are specifically designed to prepare officers for at sea billets. Vice Admiral Boorda stated as a result of the conference the need for:

② **Personnel management* ←

"-Leadership training for Gen URLs en route to initial division officer or department head tours.

-Appropriate PCO/PXO (pre-commanding officer/pre-executive officer) training for Gen URLs en route to CO/XO assignments."

In plain English the Admiral sees the lack of professional training and he is implementing training somewhat similar to the warfare community. The paragraph above outlines plans for training prior to one's first division officer job or department head job. It then goes on to include training prior to becoming an executive officer or commanding officer.

Current Situation

For more than ninety percent of all Naval officers, department head school is a goal to strive for in one's career. Being chosen for department head school requires careful screening by a board, superior fitness reports and proven competency as a division officer. This is one means in which the Navy has to provide feedback to its officers. The remaining ten percent of these officers are in the General URL Community. This curriculum was originally designed to serve as the General URL department head school in an attempt to meet the lack of formal training these naval officers do not receive - either as division officers or as department heads.

What exactly is the population for this course? The core population would be the General URL officers. Since this community mainly consists of women officers the following statistics are provided. (These figures are from a panel discussion given in Norfolk in May 1989)

WOMEN OFFICER STRENGTH = 7511
(10.1 % OF TOTAL OFFICER STRENGTH)

WOMEN BY DESIGNATOR	
LINE OFFICERS (110X)	3644
MEDICAL CORPS (210X)	397
DENTAL CORPS (220X)	138
MEDICAL SERVICES CORPS (230X)	429
JUDGE ADVOCATES GENERAL CORPS (250X)	144
NURSE CORPS (290X)	2307
SUPPLY CORPS (310X)	270
CHAPLAIN CORPS (410X)	36
CIVIL ENGINEER CORPS (510X)	104
LIMITED DUTY OFFICER	9
WARRANT OFFICER	33
TOTAL	7511

WOMEN OFFICERS BY GRADE

REAR ADMIRAL	02
CAPTAINS (06)	113
COMMANDERS (05)	472
LIEUTENANT COMMANDERS (04)	1574
LIEUTENANTS (03)	2915
LIEUTENANT JUNIOR GRADE (02)	1016
ENSIGN (01)	1413
WARRENT OFFICER (W2,3 AND 4)	33

TOTAL 7538

Of this population, this course was originally developed for the line officers (110X), the lieutenant commanders and lieutenants. The following figures were provided by Naval Military Personnel Command:

LIEUTENANT COMMANDERS	514
LIEUTENANTS	1207

After reviewing VADM Boorda's letter, it appears a needs assessment has already occurred and the outcome was that the General Unrestricted Line Officer should be required to attend a professional development school. However, it also appears that the General URL population was too small to warrant a special program just for that one community. It seems the only way to justify this program is by adding officers from all of the other communities.

After some research it was found that no naval officer is ever exposed to leadership/management skills in depth. All three male dominant warfare specialists do have department head schools but they are specifically designed to train naval officers for at sea billets. It was also found that each of these department head schools vary in length and curriculum core. Many officers returning from sea department head billets feel they are behind the power curve in

leadership/management skills. Therefore, this course was designed to assist all officers in transition - from those returning from at sea department heads to those who are newly chosen department heads on shore.

Problem Statement

There is presently no formal department head school for the General Unrestricted Line Community and there appears to be no formal training for officers returning from sea to shore department head billets. There appears to be a need for a department head school that trains officers for shore billets.

Importance of the Curriculum

As stated by Admiral Frank B. Kelso II, USN during his questioning on 15 June 1990 by the Armed Services Committee for the position of Chief of Naval Operations, "We must retain and recruit the very best young people our country can make available and we must thoroughly train and retrain them . . . (The San Diego Union, 15 June, 1990, p. A-2)" The emphasis on training and retraining appears so important that one could be led to believe that the training of middle management leaders should not be swept aside as something that would be nice to do if funds were available, but as something which is vital to the survival of the Navy in the future. Admiral Boorda addressed this issue when he stated,

"-Leadership training for Gen URLs en route in initial division officer or department head tours (is needed). The 'rub' is the lack of TEMDUINS funds. For now the detailers and placement officers will match Gen URLs with training collocated with their losing/gaining commands. As we revamp officer leadership courses, I have directed that the training needs of your community be considered up front".

As long as the U. S. Navy remains an all volunteer force it would seem beneficial to learn to manage it's greatest asset - the enlisted people and all subordinates. After these people have received thousands of dollars of training and experience supporting this type of curriculum would seem to be a responsible action. An often overlooked aspect of this situation is the management of civilians. Many times the management style that was successful at sea is found to be no longer effective ashore - especially when dealing with the civilian community. As stated by Vice Admiral Boorda, "Without a doubt the shore establishment is very different from the at-sea environment, though no less complex". Although the guidance provided by the first Gen URL Conference does not allow for an entire curriculum it does verify a need in this area.

Curriculum Overview

This curriculum is designed specifically for all officers who will be assigned to a shore duty department head billet. The Admiral addressed this specific need when he said:

"A more long term change involves a fresh look at what constitutes a leadership billet ashore. Without a doubt the shore establishment is very different from the at-sea environment, though no less complex".

The design phase of this curriculum contains goals and objectives similar to those previously developed by current warfare department head schools. Additionally, objectives have been created to address the additional material needed for a shore duty department head and for some areas that appeared to be lacking in the other curriculums.

The development stage of this curriculum contains two options. The first outlines a 4 week course at an already existing warfare department head school site. The other requires utilization of a distance education telecommunications system as the training strategy. A breakdown of the entire curriculum is also provided to coordinate specific sequences of events. The structure of the curriculum remains similar to already existing department head curriculums.

The implementation phase of this curriculum has not yet been authorized. However, utilization of distance learning greatly increases the possibility of this curriculum being implemented in the near future. The present size of a department head school class ranges from 90 - 120 students. To effectively utilize technology and allow for student/teacher interaction the class sizes should be no larger than 35 students.

The evaluation phase explains the evaluation model and types of forms/questionnaires to be utilized by the trainers and trainees to assess the program and the formal instruction. A pilot study should be the main thrust of this program so that formative evaluation can be obtained as quickly as possible.

Assumptions

The utilization of distance learning would save the cost of travel and per diem. Unfortunately it would limit participation to only those areas that have the technology available. Distance learning is still a relatively new training technique that may shift the burden of supervision from one school house to the separate training/receiving areas.

Funding would have to be allocated to support this curriculum to include staff/instructors, equipment and facilities. Specific details regarding funding are discussed in Chapter 3.

Whether this curriculum would be more effective than the present Leadership Course, which is already an established program, is also another consideration. An entire four week curriculum may not be needed, or after piloting, the curriculum may need to be condensed into a shorter version.

Would qualified instructors be provided to teach the course and how would they become qualified? Utilizing distance learning may decrease uniformity of instruction. This may occur when individual commands take on too much responsibility for the program and may even add to the curriculum to meet their own private agendas. Should the linkage of the telecommunications go down the responsibility to cover the topics would again fall to the individual commands and if all instructors are not of the same caliber the uniformity of instruction would vary.

Officer selection for participation could also create problems. The commands would have to release their officers to attend this course

and/or the detailers would have to schedule the course while processing the student's orders. The warfare communities may choose not to utilize the course because of scheduling conflicts.

Purposes of the Curriculum

This course is specifically designed for the officer who is about to take a shore duty department head billet. It incorporates areas presently covered in all other department head schools and expands upon the duties and responsibilities required of a department head ashore. The general program objective is to introduce the officer to three areas of study - leadership skills, management skills and professional skills/self-development. The course objective is to develop each officer into an outstanding department head. The specific characteristics to be developed upon completion of the course are:

- communicate with subordinates and superiors in an effective and efficient manner.
- inspire self-confidence in those around the officer.
- empower others and correctly delegate authority and responsibility.
- seek out events which reward initiative.
- consistently demonstrate high standards and expect the same of those around the officer.
- increase time to develop junior officers and enlisted personnel for positions of increased responsibility.
- accept responsibility and accountability and willingly share rewards.

Definition of Terms

CNET - Chief of Naval Education and Training. Responsible for all training programs, works directly for CNO.

CNO - Chief of Naval Operations. Responsible for all Navy programs. Position presently held by Admiral Frank B. Kelso II, USN.

CNTT - Chief of Naval Technical Training. Responsible for LMET course. Reports to CNET.

DACOWITS - Defense Advisory Committee on Women in the Services. A civilian task force which surveys the treatment of women in the military.

110X or General URL - General Unrestricted Line Officer. A group of officers consisting mainly of female officers. Responsibilities are directed toward fleet support.

LMET - Leadership and Management Education and Training. Presently the only leadership course available to the General URL officer. Course is managed by CNTT.

OPNAVINST - Chief of Naval Operations Instruction. Instructions published and approved by the CNO which are distributed to all commands.

SECNAVINST - Secretary of the Navy Instruction. The office of a civilian appointed by the President. Oversees the CNO and approves and publishes guidelines for the Navy.

SWOS - Surface Warfare Officer School. Responsible for the training of division officers and department heads for surface line officers.

TAD - temporary additional duty. Personnel in transit from one command to another may receive orders to professional schools.

They also may receive orders to take time away from regular duties to perform other naval related tasks.

Organization of the Project

The first chapter contains the introduction, the statement of the problem and a curriculum overview. The next chapter provides the curriculum framework including philosophical and psychological foundations. The third chapter covers the curriculum design system with an indepth view of the five phases briefly covered in this chapter. The fourth chapter contains a brief curriculum outline and the final chapter includes recommendations. The curriculum syllabus, objectives, lesson plans, student learning guide and evaluation forms are located in the appendix.

Chapter 2

CURRICULUM FRAMEWORK

There are many different ways to view what a curriculum is - a blueprint, a set of intentions, a set of intended learning outcomes, or an architectural design (Posner & Grudnitsky, 1986). This chapter will discuss what is to be learned, why it should be learned and how it should be learned.

Curriculum Rationale

This course is designed to introduce officers to three areas of study - leadership skills, management skills and professional/self-development skills. It is also designed to be used in a regular school setting or by utilizing distance learning. This course is specifically for the officer who is about to report to a shore duty department head billet. It incorporates areas presently covered in other department head schools and expands upon the duties and responsibilities required of a department head ashore. Most importantly this course is designed to educate the officer and to increase personal awareness, it is not just to train the officer. Assets and tools will be introduced to officers but it will be their choice on whether these new ideas are incorporated into the real navy world.

Validity of Curriculum Design

The design for this curriculum follows two major sequencing principles. The first is a concept-related sequence in which each unit is centered around a major idea and is "structured in a manner consistent with the way the ideas themselves relate to one another (Posner & Rudnitsky, 1986, p. 106)". This is supported by the three central themes covered in the curriculum - leadership, management and professional/self-development. Each of these units contains topics which relate to the unit theme. These topics are prepared to be taken in sequence since they build upon each other and relate to other topics and themes.

The second principle used in this curriculum is the utilization-related sequence. In this sequence "knowledge and skills can be utilized in social, personal, and career contexts (Posner & Rudnitsky, 1986, p. 110)". In this area needs are identified by experts and then units are organized around these needs. In this case the needs were identified by VADM Boorda during his conference with the General URL community. The first activity the officers complete is a personal profile evaluation which identifies present behaviors and working styles. The profile of each officer becomes the core knowledge for self-development and for the other two units - leadership and management. This is also the reason why communications skills are taught in the first phase - since these skills are needed to complete the other topics covered in the curriculum.

Philosophical and Psychological Foundations

The Navy is similar to any other big business or university in some ways and in the majority of cases the Navy curriculum philosophy combines essentialism and progressivism. Rudolph (1977) stated the intentions of institutions "are conservative - to preserve and to transmit that which has survived (Conrad, 1985, p. 15)." The goal of essentialism is to transmit the real world. For the non-technical curriculum, the Navy supports the philosophy of essentialism. Boot camps, officer candidate school, SWOS all reflect essentialism by attempting to pass on a fundamental body of knowledge to all students with the student's goal to master that knowledge. The instructors hold the traditional role and the students are passive learners. Essentialism is required for much of this curriculum due to the content of the material. This philosophy also supports the goal of this course which is mastery of the material. It is also psychologically the most comfortable style of learning for the majority of students due to the similarity for all other naval training/formal education the officer has previously received.

Another way in which the Navy reflects essentialism or changes which occurred in the real world was shown by policy changes. These changes were due to the increased role of women in the Navy and due to technological advances. In 1976 women were admitted into the Naval Academy. Policy adjustments have been made to incorporate OPNAVINST's on pregnant sailors, sexual harrassment policy/guidelines, vessels on which women are allowed to serve, etc. (SECNAVINST 1300.12A; OPNAVINST 5370.2 and 6000.1A) The

values that a naval officer held 10 - 15 years ago have changed. As these values continue to change so must the curriculum. In essentialism major changes occur only after a long, slow, arduous research process but, changes do eventually occur.

Progressivism allows an institution to reflect moderation by only allowing localized and direct change to specific areas. This philosophy allows a large institution to mold and choose the curriculum that best fits the needs of its community. The naval environment is so unique and the needs of the learners are so diverse that the Navy has to be progressive to meet technological advances and to reflect value changes in society. The best example of utilization of progressivism in the Navy are pilot trainers and the recent addition of trainers for Landing Craft Air Cushioned (LCAC) vehicles. To meet technological advances these trainers are student centered and incorporate active learning. Progressivism is also utilized when teaching human relations courses where the learner is forced to play an active role. The self-development section of this curriculum utilizes this philosophy along with existentialism. Existentialism is concerned with education for the individual. The evaluation of each student's management style and personality are areas of the curriculum which reflect this philosophy.

The most important item stressed in this curriculum is the constant use of structure. Structure is a vital element of essentialism but is also equally important in progressivism.

Both of these curriculum philosophies - essentialism and progressivism utilize the competency based/systems education concept. The Navy writes courses with terminal and enabling

objectives and these keep the courses extremely structured and presented with a logical system.

The psychology required for this curriculum is mainly cognitive. Gagne (1982) stressed that learning is becoming more like an information-processing system - a cognitive shift in the learning process paradigm as opposed to the old behaviorist system of stimulus-response. Because the learner needs to interact and receive reinforcement for increased learning the use of interactive video through distance learning was chosen. This capability opened up the opportunity for follow-up seminars to check student application, comprehension and synthesis of the material. This idea was supported by Bruning (1983) who emphasized in order for learning to be cognitive it must transfer information from short term memory to long term memory. Only by utilizing the information on a regular basis will this transfer occur.

Conceptual Framework

The conceptual framework for the majority of Naval curriculum is selected competency and student development. The active learning trainer courses would be categorized as those that emphasize student development. The remaining courses utilize selected competencies because they are functional and more vocational in nature.

This curriculum is a combination of both frameworks. Portions of it could be categorized along with the well established Leadership and Management Education and Training (LMET) curriculum. LMET utilizes a student development framework. Utilizing two frameworks

can create conflict and student confusion. Currently at surface warfare officer department head school (SWOS) they utilize essentialism and a competency-based framework for six months. This portion of training is graded, the LMET portion is not. During this time a humanistic approach is combined with a student development framework. Hence the term sometimes used to describe LMET is "touchie-feelie". Sometimes it is viewed as a waste of time because the student has been trained to get the facts. The transition from the traditional passive student to an active learner role where emphasis is placed on the affective domain is not easily made. Realizing this existing conflict determined that the course curriculum consist of less affective objectives with the instructor(s) utilizing a more traditional role vice that of a facilitator.

What is meant by the term facilitator? Facilitator started replacing teacher as the theory of andragogy increased in popularity. Malcolm Knowles coined the term andragogy about twenty years ago. It is now understood to be a set of assumptions about how adults learn and implies that adults learn differently than children (Feuer & Geber, 1988, p. 31). Knowles suggested that adults hold four unique characteristics or what he termed basic assumptions that make adult learners different from children (Feuer & Geber, 1988, p. 31). First, adults are self-directed learners. This means setting their own goals, priorities and in many cases being responsible for their own learning experiences. Next, adults prefer problem-centered learning vice subject-centered learning. This stresses immediate application for the adult learner and mastery for the children. Third, the adults' experience base is a larger resource from which to draw upon and is

something children just haven't had time to develop. Last, readiness to learn is linked to the life stage of the adult learner whereas for children learning is linked to their physiological stage.

The role of the facilitator in relation to these assumptions requires that the instructor become a guide for the students. The facilitator would incorporate the huge experiential base of the adult learners and tie the topics into strategies which the adult learners could apply to their jobs and lives. During the personal development stage of this curriculum the instructor would become more of a facilitator but during the other two units the instructor would remain in the traditional teacher role.

Summary

This chapter discussed why this curriculum should be incorporated into naval officer training, what philosophies were used to design the curriculum and how the curriculum should be taught. The validity of the curriculum design was justified by the use of concept and utilization related sequences. These sequences are related to the officers functions and supported by the assumptions behind the concept of andragogy. The philosophical foundations of essentialism, progressivism and existentialism were explained and examples were provided of their use in the curriculum. The conceptual framework using selected competency and student development also was explained. The next chapter will go into much greater detail in regard to the specific curriculum design system.

Chapter 3

CURRICULUM DESIGN SYSTEM

Analysis Phase

Initially the target population for this curriculum was the General Unrestricted Line Community of which women naval officers make up the majority. It was designed to serve as their department head school. But, after some research it was found that no naval officer is ever exposed to leadership/management skills in depth. It was also found that all three male dominant warfare specialists (submariners, aviators and surface warfare) do have department head schools that are specifically designed to train naval officers for at sea billets and that each department head school varies in length and curriculum core. There appears to be a need for a department head school that trains officers for shore billets. Many of the officers returning to shore billets feel they are behind the power curve in leadership/management skills and this course could assist them in acquiring skills they may be lacking. These types of skills are reflected in the curriculum outline found in Chapter 4.

The closest course the Navy offers to the proposed curriculum is the Leadership and Management Education and Training (LMET) course. LMET is presently being rewritten by staff of the Chief of Naval Technical Training (CNTT) who works for the Chief of Naval Education and Training (CNET). LMET for enlisted people is being

shortened from a two week course to a one week course. The officer course is already one week in length. Every naval officer is supposed to take a course in LMET, however, the women officers have not been provided this opportunity as a normal part of their career pattern due to the lack of a clear and consistent career path. As shown in VADM Boorda's letter this is currently changing. LMET could be incorporated into the proposed curriculum if needed. The proposed curriculum increases the amount of time spent on leadership/management skills but does not cover the human relations aspect as in depth as LMET.

Until recently officer leadership/management courses had not been emphasized as important by the Navy. Presently in department head school (surface line) LMET is presented at the end of the course. Failing is impossible because the LMET portion is not graded. The students never have to demonstrate proficiency. Many naval officers are unable to see the connection between a lack of leadership/management skills and attrition rates. If Navy leaders are constantly utilizing a task-oriented screamer style it's no wonder the enlisted people and junior officers leave the Navy.

An important question which was dealt with in VADM Boorda's letter was why do General URL's need a department head school? It appears that as this officer's role increases the importance of this training increases. Women are going to be in positions where someone may die. The point here is that all officers will deal with the lives of their shipmates.

Last, is it true that leaders are natural and no one can be taught to be a leader? How do officers presently learn how to lead? They

learn by watching their superiors and instructors and emulating them. If all 300 instructors at SWOS have been selected for executive officer (2nd in command) the logical question the students would ask the instructor would be - how did you do it? Perhaps that's why sea stories carry such weight in conversation with naval personnel. Unfortunately, even completion of LMET or this course won't assure that an officer will ever become a leader.

Where should the school be held? One option is at the Surface Warfare Officer Department Head School. This school is located in Newport, Rhode Island and runs for seven months. Sometime during the last four weeks, the LMET course is covered. The class schedule for the year looks like this:

Mid November - 1 June	2-3 classes
June - Mid November	2-3 classes

There are two or three classes going at the same time with approximately 90 to 120 people per class. There is a selection board which decides who will attend department head school. There are presently 300 instructors assigned to this school and two are qualified to teach LMET. This school may be viewed as an optional site for the addition of a four week curriculum. The size of the class for the new curriculum would include officers from all communities. This size would require the school to be offered a minimum of 6 times a year with the capability of adding classes at any time to respond to the needs of the Navy.

The second option on where the school should be held involves the use of distance learning. This option would utilize either interactive video or simply televising the course to various areas around the country. This would provide the information to those officers in transition and it would not require them to travel great distances. Procurement of the technology involved and on site instructors/tutors would be required but the ease and availability to General URL officers would be greatly enhanced.

In summary, the schools that presently offer a leadership/management course are department head schools which have LMET programs specifically tailored for their at sea billets. Therefore, the General URL would not fit into the existing department head school programs. Next, the climate for developing a department head school for the "support" section of the fleet is positive as shown by VADM Boorda's statement that officer leadership course training should happen "en route to initial division officer or department head tours". Since the General URL numbers do not justify a special school the use of distance learning is a superb option.

Development

The characteristics of the target group vary slightly. The General URL officer will have had no formal training unless it was acquired independently. The Surface Warfare Officer will have covered the material found in Appendix G. All of the officers will have completed at least one division officer tour successfully. All but the General

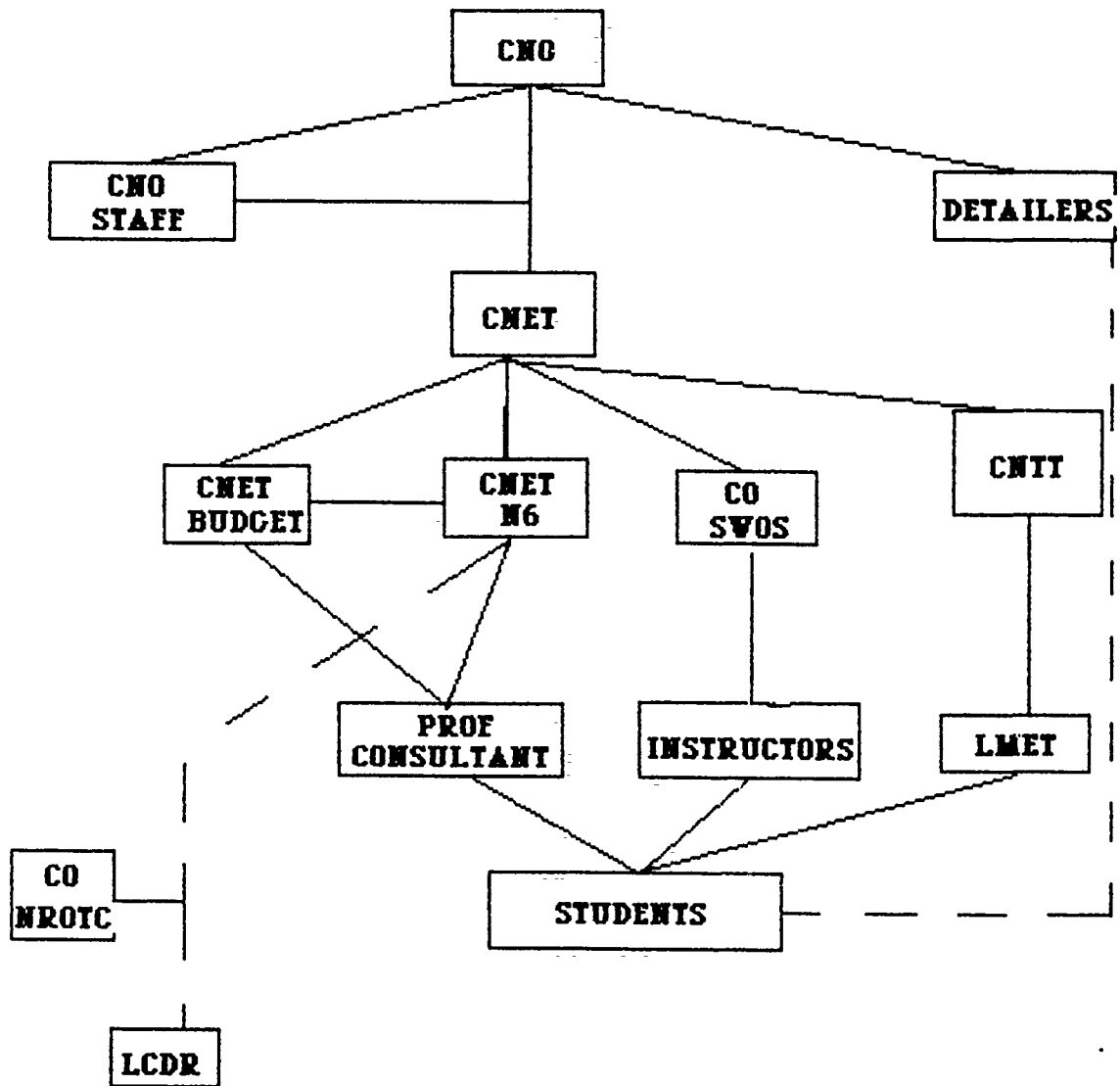
Unrestricted Line Officers will have been through a selection board. A selection board for the General Unrestricted Line should also be introduced at this time to select officers for this school. This could be a tool to eliminate unfit officers. The selection boards serve as a prerequisite and also establishing that the officer successfully completed a division officer tour.

It has already been established that naval officers prefer the traditional teacher/student roles and that when the grading system disappears the feeling that the course is worthwhile decreases. As discussed in the syllabus found in Appendix B the student will be required to maintain a 3.0 grade level on a 4.0 scale. The class size for the Surface Warfare Officer Department Head School of 90 - 120 is too large. In order to effectively use the technology and allow for some student/teacher interaction the class size should be limited to 35 - 40 students. Other items in the forces in the situation which need to be covered are the facilities and equipment. The school in Newport has everything needed. The one exception would be that the student would be required to purchase a video cassette and books. In regard to the forces in the instructional staff it has already been established that there are 2 qualified LMET instructors in Newport. At least two more instructors would have to be added to support this program. It would probably be wise to qualify these two additional instructors in LMET.

If the distance learning option is chosen then a primary instructor would have to be chosen who would transmute the course from a central location. On site instructors would be the first students of the course and then they would proceed to their individual sites to

supervise the instruction. Should the Navy be unable to invest in the equipment needed for this type of program, another option would be to hold the classes at local universities which may have the equipment and facilities available.

Who would control the school? The school would be run by the Chief of Naval Education and Training (CNET). This curriculum would be submitted to CNET who would assign a project officer to develop details required to begin the school. Recommendations would be forwarded to CNET as to how to incorporate the program. CNET would request approval from the Chief of Naval Operations (CNO). This entire program would be reviewed by many people in CNO's staff and would most likely be returned to CNET numerous times before being considered for approval. A sample of an organizational chart is found on the following page.



If the school was established in Newport it would have to be assigned to an already established command. The Surface Warfare Officer Department Head School is an appropriate command to maintain this curriculum. However, with the student population they handle per year the attention needed to successfully run this program would probably not be provided. The other possible command in Newport is the Officer Candidate School (OCS). This command may be a likely candidate to run this program especially with the decrease which might occur in personnel which would decrease the number of students attending OCS. Newport is also an area where many General URL officers are assigned which would increase the number of officers to choose from who could assist as guest speakers.

Instructional Equipment

The instructional equipment needed to conduct this course varies depending upon which technological system is chosen. For interactive video the required equipment at each site would be a video camera, computer with capability to project an overhead screen and a digital telephone hook-up. For the distance learning system several televisions would be required along with a VCR to record the sessions should a student miss the class.

As shown in Appendix D on the first day of class a professional consultant is scheduled to give the students a Personal Profile Evaluation. A bid would probably have to go out for this job and the

time consumed by this process would have to be built into the system. The average cost for this type of service is about \$1800.00 a day. Again, the details involved in this process would be handled by the selected project officer.

Implementation

As discussed in the development phase this program would come under the cognizance of CNET. Because of the small population of the General URL community it would be likely that this school would be combined at a site already established. All media and technology would be supported by the established school site.

A sample time chart is provided on the following page.

CHOP CHAIN/TIME CHART

FROM	TO	ACTIVITY	ACTION
1. Me	CO NROTC	Submit Curriculum	Chop
2. CO NROTC	N6 CNET	Same	Chop
3. N6	N6 staff	Review Curriculum	Check
4. N6 Staff	N6	Review and Submit	Chop
5. N6	N6 Staff	Review Again	Make Changes
6. N6 Staff	N6	Submit Again	Sign Off
7. N6	Deputy CNET	Submit Curriculum	Chop
8. Deputy CNET	N6	Review Curriculum	Make Changes
9. N6	Deputy CNET	Resubmit Curriculum	Chop
10. Deputy CNET	CNET (may forward to CNO)	Submit Curriculum	Sign

11. CNET	N6	Return Curriculum	Formal Tasking
12. N6 CNET	CO SWOS or Site Directors	Formal Tasking	Implement

The time between these steps shouldn't be more than 3 days apiece so the total process would require 36 working days or almost 2 months to implement.

The entire budgeting procedure to hire a consultant would take about 2 months so it would be very prudent to pre-brief the supply department so they wouldn't be caught unprepared. If there is one place that could delay the entire curriculum it would be the financial department because there is no doubt that they would not spend any of their time on the project until it has been approved at the CNO/CNET level.

The other group that should be pre-briefed would be the placement officers and the detailers. Officers normally receive orders from 6 months ahead down to a few days before departure. This group would need to know who has qualified and if a board is used to choose the officers for this school, before making plans to cut orders for potential students.

Evaluation

The most important aspect of this program is the evaluation phase. In this phase it is decided what should change, stay the same, be added or deleted to improve the program curriculum and instruction. This curriculum is designed to include a number of types of general evaluation techniques.

First this program would require a great deal of formative evaluation. Formative evaluation is an on-going process of evaluation. Receiving informal feedback from the students and instructors on a weekly basis would be a type of formative evaluation.

Another type of evaluation required would be the use of summative evaluation. Summative evaluation consists of creating an after action report upon completion of the course. The questionnaire found at Appendix E is an example of what the students would be required to complete at the end of the course. This is a systematic form of evaluation and is considered to be a formal type of evaluation.

The Navy also has its own formal scheduled evaluations. These evaluations are performed by a group consisting of officers and civilians from CNTT who rotate to various training commands each year. These evaluations could be considered both external and formal in nature.

Another Navy requirement is the designation of an Internal Review Officer at each command. This person works directly for the Commanding Officer and is responsible for submitting quarterly

reports to CNTT and CNET. Each department head is required to identify any deficiencies and then provide updates to the Internal Review Officer. The Internal Review Officer receives a week long training course and then provides workbooks and tutoring as needed for the department heads. When the external evaluators, described in the paragraph above, review a command and they find something that the Internal Review officer has not noted they can put the Commanding Officer on report. The external auditing group submits their findings to CNET. A tasking letter is then sent to the Commanding Officer. Any deficiencies which were found are given an action/correction deadline to meet. All areas of the training environment are covered by these evaluators - the curriculum, how it's taught, the environment, any fraud, waste or abuse of any kind.

Another type of evaluation that should occur would be instructor evaluations. These would be considered internal evaluations to assist in facilitating teaching methodology. Again the Navy has a special department designed for this purpose. This department conducts instructor evaluations and also insures that the curriculum written is what the student receives. It also provides feedback to the instructor. This is also the department which proxies the final student evaluation of the course. This allows the students to answer honestly and not feel any pressure from the instructor. This department also investigates any discrepancies and reports them to the Commanding Officer if needed. The service this department provides could be classified as both formative and summative and also internal. A sample of the types of questions asked on an instructor evaluation form are found in Appendix E.

In summary, the Navy has many systems available for evaluation. Whether these systems are utilized and how well they are utilized depends on the quality of the people in the system.

Chapter 4

CURRICULUM OUTLINE

TITLE: Shore Duty Department Head School

DESCRIPTION OF PROGRAM: This course is designed specifically for the officer who is about to take a shore duty department head billet. The majority of those attending this school will be women in the Navy who are designated as General Unrestricted Line Officers (110X). The course will incorporate areas presently covered in all other department head schools and will expand upon the duties and responsibilities required of a department head ashore.

IDENTIFICATION OF PROGRAM: The program will consist of a 4 week curriculum. Those who attend will have been chosen by a board and will have proven their competency as a division officer. The curriculum will meet the needs of the General Unrestricted Line Community as their department head school and also will aid the officer who is returning from sea duty who feels behind the power curve in administrative and management skills.

DEVELOPMENT OF PROGRAM: The main objective will be to introduce officers to three areas of study - leadership skills, management skills and professional skills/self-development. These areas are divided into specific topics as listed below.

LEADERSHIP

a. Communication

Skills - how listening skills, speaking skills and body language affect leader effectiveness.

1. Listening skills utilized by leaders.

To include:

- benevolent listening
- barriers
- listening levels
- categories of listeners

2. Speaking skills to include:

- public speaking
- organizing presentations
- use of visual aids

b. Counseling Skills

to include:

- recognizing communication breakdown and discord
- use of forethought chart for goals, needs and expectations

c. Bearing /Appearance

d. Type of Boss

e. Types of Leaders

MANAGEMENT

a. Staff Organization

b. Crisis/Stress Management

c. Flexibility

d. Time Management

1. Prioritizing
2. Planning

PROFESSIONAL

a. Writing/Reading

b. Resources/Assets

c. Evaluating

1. Workers Personality
2. Performance

d. 1. Decision Making

2. Ethics

e. Protocol

f. Instruction Review

IMPLEMENTATION: It would take two months to implement this four week curriculum if everything went smoothly. The course would be offered four times a year and more if needed. The class size would be limited to 30 - 35 students. At least one instructor would be needed if utilizing distance learning with an instructor at each site. One civilian consultant would need to be hired to present the Personnel Profile Evaluation at the beginning of each course. If the school was established in Newport the assets of already established schools could be shared.

EVALUATION: The course would be evaluated by the officers who were chosen to attend, by the on-site coordinators and occasionally by evaluation teams from the Chief of Naval Technical Training (CNTT) and the Chief of Naval Education and Training (CNET).

Chapter 5

RECOMMENDATIONS

The following recommendations are proposed to help increase the chance for success in implementing this curriculum. The first recommendation deals with the training method to be chosen. In an article about the cost of education and training at IBM the director of education for external programs found "it costs less to take training to the employee through some form of technology than to bring the employee to a central training site (Galagan, 1989 p. 39)". The director also found that by combining "technology to deliver training, and instructional design techniques to streamline the training would reduce cost by 65 percent [but one must] put the money back into building new courses for the new delivery methods (Galagan, 1989, p. 39)". There are many similarities between a large corporation like IBM and the Navy. IBM is presently spending \$900 million a year on education and training. It is recommended that observations of organizations that are successfully utilizing technology be made by the project manager and that similar programs be considered for use in the Navy education and training program. The program that could be used with this curriculum that is in use at IBM is their broadcast education program. This program allows transmissions that travel to various locations around the country via satellite (Galagan, 1989, p. 36). Another form of technology that may be considered also is being utilized by IBM. They are presently using interactive video,

electronic classrooms and satellite links. "Expensive as educational technology is up front, it still reduces the cost of delivering training to IBM's 390,000 employees (Galagan, 1989, p. 36)". This might be a form of instruction that the Navy should consider to save money in the long run.

Next, it is recommended that whatever type of educational technology or methodology be incorporated that it include methods to measure program quality and to evaluate student performance. Without this information, the Navy will not know if there was an increase in knowledge or if the course content was useful.

The curriculum should be piloted and thoroughly evaluated for effectiveness prior to mass implementation. It is recommended that a mobile training team be designated and dispatched to three sites. Upon completion of the training at all three sites a summative evaluation should be conducted. This would allow the curriculum to be changed/adjusted to meet the needs of the students.

Finally, the importance of grading student performance in this course cannot be over emphasized. Holding the students accountable for learning the course material is not a negative factor. It is normal to place standards on learning that is valued by an organization. It is hoped that this curriculum will be treated as a valuable item for naval officers and that their performance will be evaluated and graded by those members in charge of the course.

BIBLIOGRAPHY

- Bennis, Warren. On Becoming A Leader. New York: Addison - Wesley, 1989.
- Bennis, Warren and Burt Nanus. Leaders. San Francisco: Harper and Row, 1985.
- Brunning, Iva L. "An Information Processing Approach To A Theory Of Instruction," Journal of Educational Technology, Vol 31, No. 2, pp. 91-101.
- Conrad, Clifton F. ed. ASHE Reader on Academic Programs in Colleges and Universities. Lexington: Ginn Press, 1985.
- Crawford, Vernon. From Confucius to Oz. New York: Donald I. Fine, Inc., 1988.
- Feuer, Dale and Beverly Gerber. "Uh-Oh... Second Thoughts About Adult Learning Theory," Journal of Training, December, 1988, pp. 31-39.
- Gagne, Robert M. "Developments In Learning Psychology," Journal of Educational Technology, June, 1982, pp. 11-15.
- Galagan, P. A. "IBM Gets It's Arms Around Education," Journal of Training and Development, January 1989, pp. 35-41.
- Hamlin, Sonya. How To Talk So People Listen. New York: Harper & Row, 1988.
- Hersey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior. 5th ed. Englewood Cliffs: Prentice Hall, 1988.
- Hickman, Craig. Mind of a Manager Soul of a Leader. New York: John Wiley and Sons, Inc., 1990.
- Hoff, Benjamin. The Tao of Pooh. New York: Penguin Books, 1982.
- Hunsaker, Phillip L. and Anthony J. Alessandra. The Art of Managing People. New York: Simon & Schuster, 1980.

Korda, Michael. Power! How To Get It, How To Use It. New York: Ballantine, 1975.

Kreisher, O. "Senators Quiz ADM Kelso, CNO Nominee," The San Diego Union, June 15, 1990, p. A-2.

McCaffree, Mary Jane and Pauline Innis. Protocol - The Complete Handbook of Diplomatic, Official and Social Usage. Washington, D.C.: Devon, 1977.

McCall, M. W., Jr., A. M. Morrison & R. L. Hannan. "Studies of Managerial Work: Results and Methods," Technology Report #9, Greensboro, 1978.

Mount, Lucia. "Tips on Leading an Organized Life", Christian Science Monitor, Boston, September 17, 1990, p. 14.

NAVEDTRA 38042-A, Leadership and Management Education and Training Advanced Division Officer Course, 1989.

NAVMILSPERSCOMINST 1616. 1A, 10 May 1983.

NAVPERS 15255M, Division Officer's Planning Guide, 1987.

NAVSO P-3582, The Financial Guidebook for Commanding Officers, DON, July 1990.

Perspective Newsletter, Washington, D.C., November-December 1985, p. 3.

Posner, George J. and Alan N. Grudnitsky. Course Design, 3rd Ed. New York: Longman, 1986.

Roach, Carol L. and Nancy J. Wyatt. Successful Listening. New York: Harper & Row, 1988.

Robbins, Anthony. Unlimited Power. New York: Fawcett Columbine, 1986.

Rossett, Allison. Training Needs Assessment. Englewood Cliffs: Educational Technology Publication, 1987.

San Diego Union. 15 June 1990, p. A-2.

Swets, Paul W. The Art of Talking So That People Will Listen. New York: Prentice Hall, 1983.

Thomsett, Michael, C. The Little Black Book of Budgets and Forecasts. New York: Amacon, 1988.

Walton, Clarence C. The Moral Manager. New York: Harper and Row, 1988.



DEPUTY CHIEF OF NAVAL OPERATIONS
(MANPOWER, PERSONNEL AND TRAINING)

08 June 1990

Dear General Unrestricted Line Officer,

This letter is being sent to every officer in the General Unrestricted Line. I don't like "form letters" and most people don't like receiving them. I hope you will understand that the intent of this letter is personal even if the method can't be.

Why are you getting this letter? Through articles in Perspective you have been reading about the changes happening to your community as a result of the first General URL Conference. As your community sponsor, I wanted to share with you my thoughts on the conference recommendations and the direction in which I see your community proceeding as we enter the Navy of the 90's.

First, let me explain why there even was a conference. Since June 1989, when I approved the community's mission statement, I had mixed feelings about revising the career pattern. I was not convinced that it would continue to meet the needs of the Navy and the individual community members. My particular "heartburn" centered on the relative importance of developing leadership skills vis-a-vis subspecialty expertise. Finally I decided that a conference would allow the community's senior leadership to reach a much needed consensus concerning the content of your career pattern.

Ok, so what was accomplished? Let's get specific. We agreed on a career pattern, a copy of which is attached. I am confident it meets both the needs of the Navy and your community.

- Development of leadership and subspecialty expertise remains the heart of the career pattern, as it has since the first career pattern was approved in 1973. I agree that strong performance in both type billets is still the optimum path to promotion for you as an unrestricted line officer.

The increasingly technical Navy of the 90's will rely on a cadre of proven subspecialists to lead the complex shore establishment. That cadre will include Gen URLs. A career pattern which promotes early and intensive subspecialization will benefit both the Navy and the shore establishment manager.

- A career pattern on paper is the first step. It is a guide through which the needs of the Navy and your needs can be met in a planned way. You are perhaps more fortunate than other URL community members because your career guide is not so

lock-step as theirs. But I urge you to take the long range view of your career and working with your detailers, build your plan for getting there. The latter will help you to match up our Navy's requirements, your career needs and any personal needs which may drive your desires.

- A more long term change involves a fresh look at what constitutes a leadership billet ashore. Without a doubt the shore establishment is very different from the at-sea environment, though no less complex. We will be working closely with resource/subspecialty sponsors to identify "non-traditional" leadership billets. We're going to rely on the sponsors' requirements for leadership development instead of creating a boiler plate definition. As we open up subspecialty related leadership billets, we should minimize the amount of time a subspecialist will spend away from her/his area of expertise.

- Finally, to give teeth to your community's dual roles of leadership and subspecialty experts in support of the increasingly technical Navy of the 90's, we will be working with sponsors to open up more leadership billets to Gen URLs which require subspecialty expertise. In tandem, we'll be evaluating PG school quotas to ensure we send Gen URLs through those curricula which will meet the Navy's future needs and your interests.

Besides your revised career pattern, what else can you expect to see as a result of the conference?

- The automatic redesignation to 110X of warfare attrites and those who lose their warfare qualification has been stopped. Officers with competitive records will continue to be accepted for redesignation. Hopefully, a side benefit of this policy will be to improve the professional reputation and promotional competitiveness of the men who voluntarily join your community.

- Leadership training for Gen URLs en route to initial division officer or department head tours. The "rub" is the lack of TEMDUINS funds. For now the detailers and placement officers will match Gen URLs with training collocated with their losing/gaining commands. As we revamp officer leadership courses, I have directed that the training needs of your community be considered up front.

- Appropriate PCO/PXO training for Gen URLs en route to CO/XO assignments. An interim solution is to increase the number of quotas available to Gen URLs for the Shore Station Command Course when available.

- Ensure that all Navy PCO/PXO training addresses fitness report preparation. The conference drove home the message that we're still not adequately preparing CO/XOs to write effective FITREPs on their officers.

Attached is the "GENERAL UNRESTRICTED LINE OFFICER PROFESSIONAL DEVELOPMENT PATH" from Admiral Boorda's letter to all General Unrestricted Line Officers of 8 June 1990.

GENERAL UNRESTRICTED LINE OFFICER PROFESSIONAL DEVELOPMENT PATH

YCS			
CAPT	24	COMMAND AND PROVEN SUBSPEC	2-3 TOURS
	22		
CDR	20	MID GRADE LDRSHIP/ SUBSPEC DEVELOPMENT	2-3 TOURS
	18		
	16		
	14		
LCDR	12	BASIC LDRSHIP/ SUBSPEC DEVELOPMENT	3-5 TOURS
	10		
	8		
LT	6	BASIC LDRSHIP/ SUBSPEC DEVELOPMENT	3-5 TOURS
	4		
LTJG	2		
ENS	0		

PRIMARY CAREER MILESTONE:

*** MAJOR SHORE COMMAND TOUR**

OPTIONS INCLUDE:

BONUS 0-6 CMD TOUR; SR PME (NOTE 1);
SUBSPECIALTY TOUR; MAJOR SERVICE/JOINT
STAFF TOUR (NOTES 2/3)

PRIMARY CAREER MILESTONES:

- * COMMANDER COMMAND TOUR**
- * JOINT SPECIALIST DESIGNATION**
- * SUBSPECIALTY UTILIZATION**

OPTIONS INCLUDE:

BONUS 0-5 XO TOUR; SR PME (NOTE 1);
SUBSPECIALTY TOUR; MAJOR SERVICE/
JOINT STAFF TOUR (NOTES 2/3)

PRIMARY CAREER MILESTONES:

- * XO TOUR**
- * PROVEN SUBSPECIALIST**

OPTIONS INCLUDE:

JR PME (NOTE 1); SUBSPECIALTY TOUR;
MAJOR SERVICE/JOINT STAFF TOUR
(NOTES 2/3)

PRIMARY CAREER MILESTONES:

- * DIVISION OFFICER TOUR**
- * DEPARTMENT HEAD TOUR**
- * SUBSPECIALTY DEVELOPMENT THRU EXPERIENCE TOURS AND/OR NAVY POST GRADUATE SCHOOL**

OPTIONS INCLUDE:

GENERAL EXPERIENCE TOUR

GENERAL UNRESTRICTED LINE OFFICER PROFESSIONAL DEVELOPMENT PATH

EXAMPLES OF LEADERSHIP TOURS

MAJOR SHORE COMMAND:

-RECRUITING AREA	-TRAINING COMMAND	-NETPMSA
-MSC AREA CMD	-NARDAC	-NMEC
-OCEANSYSCOM	-EPMAC	-NAVSTA
-NAVCAMS/NCS		

COMMANDER COMMAND:

-NAVSUPACT	-PSA	-MSCO
-NAVFAC/NOFF	-NTTC	
-NRD	-NCS/NCU	

LIEUTENANT COMMANDER XO:

-MEPS	-TPU/BRIG	-NAVFAC/NOFF
-PSA/PSD	-SIMA	-FACSFAC
-NRD	-MSCO/COMFSRON	-NTTC
-NTCC/NCS		

DEPARTMENT HEAD:

-OIC/ASST OIC	-ADMIN OFFICER	-SECURITY OFFICER
-PROGRAMS OFFICER	-COMM OFFICER	-DIR FAMILY SVC CTR/CAAC
(RECRUITING)	-DIR OF TRAINING	-OPS OFFICER

DIVISION OFFICER:

-COMM/CMS CUSTODIAN	-WATCH OFFICER	-PORT/BASE SVCS
-ADMIN/PERS OFFICER	-LEGAL OFFICER	OFFICER
-FIRST LT/FACILITIES MGR	-ASST OIC	-ADP
-COMPANY OFFICER		

NOTES:

- OFFICER WILL ATTEND TWO PROFESSIONAL MILITARY EDUCATION (PME) INSTITUTIONS (INTERMEDIATE AND SENIOR COURSES) WHENEVER POSSIBLE.
- COMPLETION OF ONE JOINT TOUR IS REQUIRED FOR PROMOTION TO FLAG RANK (WAIVER PROVISION IS AVAILABLE IAW TITLE IV)
- SERVICE STAFFS (TYPICAL):

-OPNAV	-FLEET
-NMPC	-TRAINING CMD
-TYCOM	

JOINT STAFFS (TYPICAL):

-THE JOINT STAFF	-OSD
-DEFENSE AGENCIES	-ALLIED
-UNIFIED COMMANDS	

ILLUSTRATIVE TYPES OF ASSIGNMENTS:

-DISTRIBUTION	-PLANS AND POLICY
-CAREER PROGRESSION	-PROJECT SUPPORT
-PROGRAM/RESOURCE APPRAISAL	

- Maintain Gen URL command opportunity comparable to other URL communities. Any reduction/consolidation will be carefully evaluated in terms of its impact on command opportunity.

I never meant to go on this long, but looking over this letter I am amazed at just how many initiatives resulted from the first conference. We have our work cut out for us. As we make the conference an annual event I expect more issues to be tackled and resolved by community members. The work you do is critical to the Navy, and I will continue to be your community's strongest advocate.

All the best,

Mike Board
J. M. BOORDA

NAVAL OFFICER SHORE DEPARTMENT HEAD COURSE SYLLABUS

INTRODUCTION

The Naval Officer Shore Department Head Course is designed to introduce leadership skills, management techniques and professional/self-development skills to officers who will soon be assuming the duties of a Department Head.

Students will consist of lieutenant and lieutenant commanders who have been selected for a Department Head billet and have already fulfilled their requirement as a Division Officer.

The four week course will address the following questions:

- What qualities does an outstanding department head possess?
- What factors influence the actions of a department head?
- What leadership style(s) is best and why?
- How does one handle stress and how does it affect those around us?
- What goals should be set and what are realistic goals?
- What is empowerment? What are appropriate awards?
- What management systems have been found to be most effective?
- How does the structure of the organization and the leadership style of one's superiors affect your leadership style?
- What is effective counseling?
- What types of professional development are available?

This course is divided into three units - leadership, management and professional/self-development. Emphasis on these three areas will focus on meeting the following characteristics of an outstanding Department Head:

- Communicates with subordinates and superiors
- Inspires self-confidence
- Empowers others
- Rewards initiative
- Demonstrates high standards
- Develops junior officers and enlisted for positions of increased responsibility
- Accepts responsibility and shares reward

COURSE OBJECTIVES

At the completion of this course the student will be able to perform the following:

UNIT I LEADERSHIP

A. Communications

1. Communications consists of three areas. Identify each area and explain which is most important.
2. Recognize the causes of communication breakdown.
3. Articulate how communication failure can be turned into SUCCESS by developing seven qualities of one's personality.
4. Utilize transactional analysis and explain how it can affect communication.
5. Given a situation of communication discord, design a tact to defuse the situation.
6. Given a specific case study, utilize a forethought chart and fill in both parties positions utilizing specific goals, needs and expectations.

B. Listening Skills

1. List the categories of listeners and discuss in detail the qualities of the most effective level of listening.
2. Identify three barriers to effective listening and explain how to overcome these barriers.
3. Choose a minimum of four rules from the 19 Commandments of Power Listening that one considers weak areas and discuss how they could be improved.
4. Describe benevolent listening and give an example from past experience that would have benefited from this listening style.
5. Given a case study, analyze what listening level the subject is at and the most effective way to change his level of listening.

C. Speaking Skills

1. Explain the order/sequence of preparing a presentation.
2. Give a ten minute speech using a visual aid.
3. Name the four essential elements of interesting TALK.

D. Appearance/Body Language

1. Recognize the six components of image and explain how each affect first impressions.
2. Demonstrate an understanding of Uniform Regulations by performing weekly inspections on both officers and enlisted.
3. Demonstrate physical fitness standards as specified in OPNAVINST 6110.1C.
4. List three positive and three negative features of facial expressions, voice cues and body positions and movements that can affect how a message is conveyed.
5. Upon reviewing video cassette, evaluate the message your body is conveying while counseling a peer; a subordinate. In what ways is your counseling similar? Different?

E. Counseling

1. Describe two approaches to counseling.
2. State the four categories of counseling problems one will face.
3. Describe the seven steps for counseling.
4. Explain why the art of questioning is important in counseling.
5. Describe five counseling techniques.
6. From the three Basic Work Personalities, describe which is your dominant personality and then discuss the strengths and weaknesses of that personality.
7. Recognize creative criticism and the difference between it and personal criticism.
8. In given situations, identify hostility and anger, analyze the reasons for the emotion(s), then give appropriate responses to overcome or use the emotion(s).

F. Leadership Styles

1. Identify the six leadership styles and describe the characteristics of each.
2. Select appropriate leadership styles for given situations.
3. Explain the expanded Situational Leadership Model by Hersey and Blanchard and when given a specific situation apply the model to support any action taken.
4. Recognize the four Dimensions of Behavior and apply to case studies. Evaluate the behavior of the subject and indicate the response level that would reach the subject and produce effective communication.

UNIT II MANAGEMENT

A. Management Techniques

1. Explain the differences between technical and interactive management.
2. Recognize "games" and when they are being played and employ responses that can stop "game playing" when given specific case studies

B. Staff Organization and Power

1. Diagram your position on staff. Diagram the structure of the department. Identify the power players in your organization.
2. Given certain social situations, recognize power plays in the environment.
3. When given specific cases use the Situational Leadership Model to describe the situational uses of power

C. Stress Management/Flexibility

1. Given case studies, recognize stressful situations and apply environmental and counseling techniques to decrease the tension.
2. Given a certain office situation describe how flexibility could be increased. Discuss a minimum of three areas.
3. Discuss the following Navy saying, "Flexibility, the key to indecision"

D. Time Management

1. Recognize examples of time being used as a power play and apply techniques previously learned to employ or reverse the power play.
2. List the One Minute Manager Rules of paperwork.
3. Organize a meeting with division officers. Include where each person sits, who speaks when, in what order and how long meeting should last.
4. List four technological advances which can increase efficiency of time management and discuss how these could have been implemented in two of your prior jobs.

E. Officer Fitness Reports/Civilian Evaluations

1. Recognize specific traits that will make candidate stand out - in both a positive and negative way
2. Define counseling log and recognize reasons for keeping a log.
3. Given a situation, utilize counseling techniques acquired to brief person on their fitness report or evaluation.

F. Enlisted Evaluations

1. Recognize the division officer's areas of responsibility in handling evaluations. List five areas that should be stressed when pre-briefing.
2. Explain two techniques that could be used to rank individuals.

G. Empowerment/Feedback

1. Define verbal feedback recognize situations where lack of feedback could cause miscommunications.
2. Recognize situations where "no" is the best answer.
3. Define persuasive action and give an example of how one could utilize it. Describe two motivational tools that would also be beneficial.
4. Discuss how micro-managing affects empowerment.

H. Contracts

1. Explain what a contract consists of, what the Navy requires and loop holes to be aware of when dealing with civilian contractors.
2. List sources available to the department head to help review contracts.

UNIT III PROFESSIONAL/SELF-DEVELOPMENT

A. Goal Setting

1. List the procedures for writing goals.
2. Explain why goals are needed and discuss the types of goals.
3. Define WBC as described in From Confucius to Oz.

B. Ethics/Values/Decision Making

1. Describe the four steps of the problem solving process.
2. Describe three approaches to ethical decision making.
3. Given a situation, counsel a division officer on a lack of ethics.
4. Analyze the decision making styles and compare them to your leadership style.

C. Protocol

1. List three sources which provide pertinent information regarding protocol.
2. Describe the proper procedure for presenting a Navy Commendation Medal.

3. Describe the procedures used for retirement ceremonies and change of commands.
4. Recognize proper greetings, farewells, appropriate attire and gift exchanges.

D. Instruction/Resource Familiarization

1. List two resources found on base that could assist subject after a counseling session on tardiness.
2. List the instructions you would like on hand as a department head and explain why they are needed.

TEXTS

A. Required

1. Crawford, Vernon, From Confucius to Oz, Donald I. Fine, INC, New York, 1988.
2. Hunsaker, Phillip L. and Alessandra, Anthony J., The Art of Managing People, Simon and Schuster, INC, New York, 1980.

B. Optional

1. Hamlin, Sonya, How To Talk So People Listen, Harper and Row, New York, 1988.
2. Hersey, Paul and Blanchard, Kenneth H., Management of Organizational Behavior, Prentice Hall, INC, 1988.
3. Swets, Paul W., The Art of Talking So That People Will Listen, Prentice Hall, New York, 1983.

ASSIGNMENTS

A. Oral

Each student will be required to give one ten minute speech utilizing a visual aid. Topics must be approved by the instructor. Each student will be required to provide one video tape cassette which will be used to record presentation(s). Each student will be responsible for evaluating their own presentation(s) and list strengths and weaknesses found.

Each student will be given case studies for counseling which will also be recorded on video tape. They will also evaluate these sessions and record strengths and weaknesses found. All evaluations will be due the next working day after the presentation was given.

B. Written

Each student will discuss in a two page paper their leadership style. Areas to be included are: communication skills, philosophy of a good leader and personal values.

Each student will be given a Personal Profile Evaluation to determine work behavioral styles, to increase appreciation of different work styles and to identify and minimize potential conflicts with others.

C. Reading

1. The required texts and workbooks.
2. All handouts distributed and discussed in class.

TESTS

Each student is responsible and accountable for all course objectives. There will be exams given at the end of each unit. Of course, the testing of every objective is not possible on each exam so the specific objectives will be highlighted prior to each exam. The minimum acceptable grade on all tests on a 4.0 scale is a 3.0.

All tests are required to be taken until passed. The retake may be in the same format as the original or an oral board may be given. Advanced notification will be given if the format of the retake differs from the original.

Examinations and practicals will be graded and posted by the end of the second working day after they are given.

Students experiencing difficulty with the course will be given every opportunity to overcome the problem. The steps taken to assist the student include counseling by the instructor, the student's advisor and the Academic Director.

Students who fail to meet minimum standards in spite of all other efforts to the contrary will be taken to an Academic Review Board. This board will consist of the Director, Executive Director, Academic Director and the student's advisor. The board may recommend the student continue with the course, rollback, or attrite. Attrition is the final step taken for students who do not meet minimum course standards.

Motivational problems (chronic tardiness, slovenly appearance, absenteeism, expressed discontent with the course, chronic depression or other stress related illness) as reported by instructor or student's advisor will require the student to appear before the Motivational Review Board. This board consists of the Director, the Executive Director and the student's advisor. The board may recommend the student continue with the course, rollback, or attrite.

In any attrition case the student's orders to a department head billet will be canceled and a special fitness report will be filed documenting the student's lack of performance.

EVALUATION

Leadership Style Statement	0
Speech	15
Unit I Leadership Test	20
Unit II Management Test	20
Unit III Professional Development	20
Misc. Class Assignments	15
Video Assignments	10
 TOTAL	 100

- A 90 - 100 pts.
- B 80 - 89 pts.
- C 70 - 79 pts.
- D 60 - 69 pts.
- F Below 59 pts

CLASS SCHEDULE

C - Crawford

H - Hunsaker & Alessandra

Week 1

<u>Day</u>	<u>Task/Activity</u>	<u>Reading</u>	<u>Due</u>
1	Intro Course Guest speaker - Personal Profile Evaluation Pers. Inspection Interview with advisor PT Test Intro Leadership Skills	C 1-47	
2	Communication Breakdowns Transactional Analysis	H 69-92	Goals
3	Listening/Speaking Skills	C 52-69 H 120-144 156-162	Leadership Style
4	Appearance Body Language Counseling Skills	H 145-155 163-177	
5	Leadership Styles Situation Counseling	H 95-119	(Bring cassette)

Week 2

1	Speeches/Counseling Situations		(Bring cassette)
2	Speeches/Counseling Situations Review		(Bring cassette)
3	Unit I Examination Intro Management	H 84-91	
4	Staff Organization Power Situational Leadership	H 178-195	
5	Stress Management Time Management	H 196-201 82-84 45-49	

Week 3

- | | | | |
|---|----------------------------|-----------|------------------|
| 1 | Fitness Reports | | |
| | Civilian Evaluations | | |
| | Enlisted Evaluations | | |
| 2 | Decision Making | H 50-68 | |
| | Problem Solving | 215-261 | |
| 3 | Empowerment | H 202-214 | |
| | Budget/Feedback | C 72-115 | |
| | Case Studies | | (Bring cassette) |
| 4 | Review | | |
| 5 | Unit II Examination | | |

Week 4

- | | | | |
|---|--------------------------------|---------|-----------|
| 1 | Intro Professional Development | | |
| 2 | Goal Setting | | Goal list |
| | Ethics/Values | C 29-41 | |
| 3 | Protocol | | |
| | Instructions | | |
| | Resource Familiarization | | |
| 4 | Review | | |
| 5 | Unit III Examination | | |

SHORE DEPARTMENT HEAD STUDENT LEARNING OBJECTIVES

1.1 INTRODUCTION

A. Establish Contact

1. Introduction to topic of this course:

INTRODUCTION TO SHORE DEPARTMENT HEAD SCHOOL

B. Enabling Objective

- 1.1.1 Students will interview neighbor, get to know them and then introduce them to the class.

1.2 Course Syllabus

Enabling Objectives

- 1.2.1 The student will be able to identify the 3 main areas which this course will cover - Leadership, Management and Professional Development .

- 1.2.2 The student will become familiar with all of the objectives and requirements of the course and will understand the grading system and requirements to pass course.

1.3 Guest Speaker

Enabling Objective

- 1.3.1 A personal profile evaluation will be taken and will be discussed. Students will gain an understanding of their work behavioral style. They will also be able to identify and appreciate other work styles different from their own and utilize this information to help decrease potential conflicts with others.

1.4 Personnel Inspection

Enabling Objective

1 4 1 Students will be inspected on a regular basis to correct any discrepancies and to reinforce military bearing and a sharp appearance. Establish pride in uniform and appearance.

1.5 Physical Fitness

Enabling Objective

1 5 1 After reviewing the physical requirements for the fitness test students will take test. This allows the student to assess personal fitness and make adjustments if needed prior to reporting to department head job.

LEADERSHIP UNIT

2.1 Leadership Skills

Enabling Objectives

2.1.1 Upon completion of this section the student will understand how communication - listening skills, speaking skills and body language/appearance affect a leader's effectiveness. The student will incorporate this knowledge into an effective counseling style.

2.1.2 The student will be able to define their own leadership style, recognize various other styles and apply them to various case studies.

2.2 Communications

Enabling Objectives

2.2.1 Communications consists of three areas. Identify each area and explain which is most important.

2.2.2 Recognize the causes of communication breakdown.

2.2.3 Articulate how communication failure can be turned into SUCCESS by developing seven qualities of one's personality.

2.2.4 Utilize transactional analysis and explain how it can affect communication.

2.2.5 Given a situation of communication discord, design a tact to defuse the situation.

2.2.6 Given a specific civilian case study, utilize a forethought chart and fill in both parties positions utilizing specific goals, needs and expectations.

2.3 Listening Skills

Enabling Objectives

2.3.1 List the categories of listeners and discuss in detail the qualities of the most effective level of listening.

2.3.2 Identify three barriers to effective listening and explain how to overcome these barriers.

2.3.3 Choose a minimum of four rules from the 19 Commandments of Power Listening that one considers weak areas and discuss how they could be improved.

2.3.4 Describe benevolent listening and give an example from past experience that would have benefited from this listening style.

2.3.5 Given a case study, analyze what listening level the subject is at and the most effective way to change his level of listening.

2.4. Speaking Skills

Enabling Objectives

2.4.1 Explain the order/sequence of preparing a presentation.

2.4.2 Give a ten minute speech using a visual aid.

2.4.3 Name the four essential elements of interesting TALK.

2.5 Appearance/Body Language

Enabling Objectives

2.5.1 Recognize the six components of image and explain how each affect first impressions.

2.5.2 Demonstrate an understanding of Uniform Regulations by performing weekly inspections on both officers and enlisted.

2.5.3 Demonstrate physical fitness standards as specified in OPNAVINST 6110.1C.

2.5.4 List three positive and three negative features of facial expressions, voice cues and body positions and movements that can affect how a message is conveyed.

2.5.5. Upon reviewing video cassette, evaluate the message your body is conveying while counseling a peer, a subordinate. In what ways is your counseling similar? different?

2.6 Counseling

Enabling Objectives

2.6.1 Describe two approaches to counseling.

2.6.2 State the four categories of counseling problems one will face.

2.6.3. Describe the seven steps for counseling.

2.6 4 Explain why the art of questioning is important in counseling.

2.6.5 Describe five counseling techniques.

2.6.6 From the three Basic Work Personalities, describe which is your dominant personality and then discuss the strengths and weaknesses of that personality.

2.6.7 Recognize creative criticism and the difference between it and personal criticism.

2.6.8 In given situations, identify hostility and anger, analyze the reasons for the emotion(s), then give appropriate responses to overcome or use the emotion(s).

2.7 Leadership Styles

Enabling Objectives

2.7.1 Identify the six leadership styles and describe the characteristics of each.

2.7.2 Select appropriate leadership styles for given situations and explain how one's style may change from dealing with all military personnel to civilian personnel.

2.7.3 Explain the expanded Situational Leadership Model by Hersey and Blanchard and when given a specific situation apply the model to support any action taken.

2.7.4 Recognize the four Dimensions of Behavior and apply to case studies. Evaluate the behavior of the subject and indicate the response level that would reach the subject and produce effective communication.

MANAGEMENT UNIT

3.1 Management Techniques

Enabling Objectives

3.1.1 Explain the differences between technical and interactive management.

3.1.2 Recognize "games" and when they are being played and employ responses that can stop "game playing" when given specific case studies.

3.2 Staff Organization and Power

Enabling Objectives

3.2.1 Given a scenario diagram your position on staff. Diagram the structure of the department. Identify the power players in your organization.

3.2.2 Given certain social situations, recognize power plays in the environment.

3.2.3 When given specific cases use the Situational Leadership Model to describe the situational uses of power.

3.3 Stress Management/Flexibility

Enabling Objectives

3.3.1 Given case studies, recognize stressful situations and apply environmental and counseling techniques to decrease the tension

3.3.2 Given a certain office situation describe how flexibility could be increased. Discuss a minimum of three areas.

3.3.3 Discuss the following Navy saying, "Flexibility, the key to indecision".

3.4 Time Management

Enabling Objectives

3.4.1 Recognize examples of time being used as a power play and apply techniques previously learned to employ or reverse the power play.

3.4.2 List the One Minute Manager Rules of paperwork.

3.4.3 Organize a meeting with division officers. Include where each person sits, who speaks when, in what order and how long meeting should last.

3.4.4 List four technological advances which can increase efficiency of time management and discuss how these could have been implemented in two of your prior jobs.

3.5 Officer Fitness Reports/Civilian Evaluations

Enabling Objectives

3.5.1 Recognize specific traits that will make candidate stand out - in both a positive and negative way.

3.5.2 Define counseling log and recognize reasons for keeping a log.

3.5.3 Given a situation, utilize counseling techniques acquired to brief person on their fitness report or evaluation.

3.6 Enlisted Evaluations

Enabling Objectives

3.6.1 Recognize the division officer's areas of responsibility in handling evaluations. List five areas that should be stressed when pre-briefing.

3.6.2 Explain two techniques that could be used to rank individuals.

3.7 Empowerment/Feedback

Enabling Objectives

3.7.1 Define verbal feedback recognize situations where lack of feedback could cause miscommunications.

3.7.2 Recognize situations where "no" is the best answer.

3.7.3 Define persuasive action and give an example of how one could utilize it. Describe two motivational tools that would also be beneficial

3.7.4 Discuss how micro-managing affects empowerment.

3.8 Contracts

Enabling Objectives

3.8.1 Explain what a contract consists of, what the Navy requires and loop holes to be aware of when dealing with civilian contractors.

3.8.2 List sources available to the department head to help review contracts.

PROFESSIONAL/SELF-DEVELOPMENT UNIT

4.1 Goal Setting

Enabling Objectives

- 4.1.1 List the procedures for writing goals.
- 4.1.2 Explain why goals are needed and discuss the types of goals.
- 4.1.3 Define WBC as described in From Confucius to Oz.

4.2 Ethics/Values/Decision Making

- 4.2.1 List the four steps involved in the problem solving process.
- 4.2.2 Describe three approaches to ethical decision making.
- 4.2.3 Analyze your decision making style(s) as described in your text and compare it to your leadership style.
- 4.2.4 Given a situation, counsel a division officer on a lack of ethics.

4.3 Protocol

Enabling Objectives

- 4.3.1 List three sources which provide pertinent information regarding protocol.
- 4.3.2 Describe the proper procedure for presenting a Navy Commendation Medal.
- 4.3.3 Describe the procedures used for retirement ceremonies and change of commands.
- 4.3.4 Recognize proper greetings, farewells, appropriate attire and gift exchanges.

4.4 Instruction/Resource Familiarization

Enabling Objectives

4.4.1 List two resources found on base that could assist subject after a counseling session on tardiness.

4.4.2 List the instructions you would like on hand as a department head and explain why they are needed.

INSTRUCTOR LESSON TOPIC GUIDE SHORE DEPARTMENT HEAD COURSE LEADERSHIP UNIT

1.1 INTRODUCTION

A. Establish Contact

1. Introduce yourself and give topic of this lesson:

INTRODUCTION TO SHORE DEPARTMENT HEAD SCHOOL

B. Enabling Objective

1.1.1 Students will interview neighbor, get to know them and then introduce them to the class.

1.2 Course Syllabus

Enabling Objectives

1.2.1 The student will be able to identify the 3 main areas which this course will cover - Leadership, Management and Professional Development .

1.2.2 The student will become familiar with all of the objectives and requirements of the course and will understand the grading system and requirements to pass course.

1.3 Guest Speaker

Enabling Objective

1.3.1 A personal profile evaluation will be taken and will be discussed. Students will gain an understanding of their work behavioral style. They will also be able to identify and appreciate other work styles different from their own and utilize this information to help decrease potential conflicts with others.

1.4 Personnel Inspection

Enabling Objective

1.4.1 After reminding students about pride in the uniform they will be inspected on a regular basis to correct any discrepancies and to reinforce military bearing and a sharp appearance.

1.5 Physical Fitness

Enabling Objective

1.5.1 After reviewing the physical requirements for the fitness test students will take test. This allows the student to assess personal fitness and make adjustments if needed prior to reporting to department head job.

LEADERSHIP UNIT

2.1 Leadership Skills

A. Establish Contact

1. Introduce topics of this section:

- Communications Skills - listening, speaking and body language
- Counseling Skills
- Leadership Skills

B. Enabling Objectives

2.1.1 Upon completion of this section the student will understand how communication - listening skills, speaking skills and body language/appearance affect a leader's effectiveness. The student will incorporate this knowledge into an effective counseling style.

2.1.2 The student will be able to define their own leadership style, recognize various other styles and apply them to various case studies.

2.2 COMMUNICATIONS

A. Establish Readiness:

1. Motivating Statement:

I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant.

ANNONYMOUS

From The Art of Talking So That People Will Listen by Paul W. Swets., "Nothing is more essential to success in any area of your life than the ability to communicate well. . . miscommunication has caused nations to go to war, businesses to go bankrupt, families to break-up (Swets, 1983, p. 4)." The goal of this section is to take a

hard look at communication techniques, point out mistakes and learn from them.

Points to remember:

- Communication is a learned behavior. Therefore, one can also unlearn bad behavior.
- We control our responses and our responses control conversations.
- Becoming an effective communicator takes a lot of hard work and practice. Very similar to learning a sport - learn the fundamentals, practice and then skills will develop.
- Need to know what we really mean - inside - before you can communicate it to anyone else (Hamlin, 1988, p.8).
- Well developed communication skills allow one to discover the best and most productive way to make requests and give bad news (Hamlin, 1988, p.8).

Enabling Objectives

2.2.1 Communications consists of three areas. Identify each area and explain which is most important.

2.2.2 Recognize the causes of communication breakdown.

2.2.3 Articulate how communication failure can be turned into SUCCESS by developing seven qualities of one's personality.

2.2.4 Utilize transactional analysis and explain how it can affect communication.

2.2.5 Given a situation of communication discord, design a method to defuse the situation.

2.2.6 Given a specific civilian case study, utilize a forethought chart and fill in both parties positions utilizing specific goals, needs and expectations.

2.2.1

WHAT IS COMMUNICATION - DEFINE THE TERM.

A dialogue, an active exchange between the sender and receiver, two or more people ACTIVELY engaged in the same pursuit (Hamlin, 1988, p.22).

HOW DO WE COMMUNICATE? (3 AREAS)

Through speaking, listening and body language. These include facial expressions, tone of voice, body flow and gestures.

EXERCISE: Think of the person with whom you communicate the best and explain why communication is better with that person. One of the qualities that may draw you to another person is that you enjoy listening to that person. Examine the list below and see if any of these qualities you prefer are among them (Hamlin, 1988, p.26).

warm	honest	friendly
exciting	interesting	knowledgeable
organized	creative	confident
inspiring	open	authentic

Now list the turn-off qualities you have encountered in speakers/bosses (Hamlin, p. 26)

pompous	vague	unenergized
complex	patronizing	unsure
formal	irrelevant	stuffy
monotonous	hyper-intense	nervous
closed	synthetic	

WHAT FACTORS INCREASE BETTER COMMUNICATION?

The more attuned one is to another's thoughts the less the message becomes garbled. When one is open to another's thoughts and doesn't resist them they get through with less distortion.

The technique that is used to relay information is also a factor - how one tells it and the pace one uses. Pace has increased with technology leaps - also visualization has increased its role.

Whether one values the opinion of the speaker will also affect communication. Speaking in the same language - not "navy-ez" all the time.

WHICH OF THE 3 - SPEAKING, LISTENING, BODY LANGUAGE IS MOST IMPORTANT?

Compare this poll to end of unit poll.

2.2.2 COMMUNICATION FAILURE

Communications breakdown for many reasons. The word to help us remember 7 reasons is FAILURE (Swets, 1983, pp.14-19):

F - fear
A - assumptions
I - insensitivity
L - labeling
U - uncertainty
R - resentment
E - egotism

Let's look at each separately.

1. Fear.

HOW CAN FEAR CAUSE COMMUNICATIONS TO BREAKDOWN?

Who can honestly say they aren't uncomfortable speaking in front of an audience, or presenting an important paper to your boss or their boss, or being thrown into a new situation unprepared to speak?

Fear of crowds, people, new situations.
Fear of not measuring up or being wrong.
Fear of mispronouncing words or names.
Fear of holding an opinion opposite the boss or someone who intimidates you.

WHAT DO WE DO WHEN EXPERIENCING THIS FEAR?

Say nothing, try not to lose control, say what others want to hear.

2. Assumptions.

These get us in trouble when we trust answers/information without questioning it first. Remember, assume means making an ASS of U and ME.

WHO MAKES ASSUMPTIONS OTHER THAN THE LISTENER?

The speaker - assumes you are following along, that you can hear and that you understand.

The listener - interprets each word, gesture and tone. Assumes different meanings for words than perhaps what the speaker had in mind.

3. Insensitivity

HAVE YOU EVER TRIED TO CARRY ON 2 CONVERSATIONS AT THE SAME TIME - ONE OVER THE PHONE AND AT THE SAME TIME SOMEONE IS LEANING ON YOUR DESK PRESSURING YOU FOR SOME INFORMATION AND ASKING QUESTIONS?

Being preoccupied with the job or task at hand can be the cause here. One becomes so absorbed they become oblivious to the other persons need.

4. Labeling.

Very similar to assumptions in that the listener is trying to make order out of chaos. Can be detrimental when labeling becomes vicious put downs - name calling, labeling groups of people.

5. Uncertainty.

Usually a bad speech habit - using patterns of speech - er, ah, I guess so, I'm not sure, etc.

6. Resentment.

HOW MANY HAD A DESIGNATED COMMAND WHINNER, COMPLAINER AT LAST COMMAND?

This is the person who always looks for the worst in others and in every situation. No one likes to talk to this kind of person.

7. Egotism

This person shows no true respect for the other guy, doesn't really care what the other person thinks. Leaves the listener feeling used.

2.2.3 COMMUNICATION SUCCESS

How can FAILURE turn into SUCCESS? By using the following as guides (Swets, 1983, pp. 19-24):

- S** - self-awareness
- U** - understanding
- C** - care for others
- C** - control of emotions
- E** - esteem of one's self
- S** - self-confidence
- S** - sharing of one's self

1. Self-awareness.

This can be developed by cultivating good friends and with constant self questioning. Good friends will tell you how you are coming across - honestly. Know yourself by accessing what your opinions are, what your values and beliefs are and provide good arguments in support of these opinions.

2. Understanding.

EXAMPLE: You tell your yeoman about some changes that need to be incorporated in a paper. You ask him if he understands what needs to be done and he says "Yes". You come back in a few hours and he has not done the work as requested.

Key to this area is to develop feedback. Avoid misinterpretations by repeating what was heard, asking questions, clarifications.

3. Care for Others.

No one gets along with everyone but many of us are unable to mask our feelings - or worse don't even try to mask them. The following may give us away - change in voice - harsher, crisp, short; different facial expressions - frown, anger.

HOW DO YOU REACT WHEN SOMEONE DOES THIS TO YOU?

Stop listening right? How can communication occur if this happens?

Solution: Dismiss the behavior that appears before you. Think of treating that person as if this were the last time you had the chance

to speak to them before they die. Keep looking for the good behavior.

HAVE YOU EVER WALKED DOWN A BUSY PASSAGEWAY AND NOT ONE PERSON GREETES YOU OR SMILES?

This may be due to the image you are expressing. Time for a mirror check. Is your face expressing anger or sadness even when you don't feel that way? Everyone you pass may have been scared you were about to bite their head off.

4. Control of Emotions.

No one is powerless over their emotions. Anger, frustration, depression, envy, resentment, jealousy can all dominate your entire being if they are not controlled. They are expressed through body language and tone of voice.

HOW DO YOU CONTROL THESE EMOTIONS?

Exercise, meditation, hobbies, etc.

5. Esteem of One's Self.

This is a good quality where one feels so good about themselves that they can forget self and put others first.

**HOW DOES ONE DEVELOP THIS EGO STRENGTH - THIS QUALITY?
HOW WOULD YOU DESCRIBE YOURSELF - WHAT MAKES YOU UNIQUE?**

Not looking for superficial answers like beauty, athletic, popular, wealthy.

6. Self-confidence.

"The art of trusting and relying upon one's inner sources in any situation (Swets, 1983, p.22)."

Qualities include: willing to take risks, likes new situations, speaks competently to strangers, listens fully to others and is open to different viewpoints.

7. Sharing of One's Self

Extremely hard to do after being burned and sharing true self with someone else. In business this is not often done - more private. An asset because it increases self discovery via dialogue - don't need to see a specialist for this, a good friend will do.

2.2.4 TRANSACTIONAL ANALYSIS

Definition: An approach to understanding personality and analyzing interactions between people. Used to enhance one's interpersonal effectiveness. Focuses on the roles we play in communicating. An understanding of TA helps us help others feel and perform better.

1. **EGO STATES:** There are 3 ego states in TA (Swets, 1983, pp. 63-66):

- **The Parent** - you feel, think, act as your parents. Incorporates critical and nurturing attitudes and feelings learned from your parents. This state makes minor decisions automatically because that's the way it's done. Parent leaves the Adult free for more important decisions.

This Parent state is communicated by - you should, you must, don't, this is the right way, etc.

- **The Adult** - you process data and compute probabilities of options. This state acts as go-between your Parent and Child states. Adult state gathers information from the other two states to solve problems.

- **The Child** - you feel and behave as you did when a child. Intuition, creativity, spontaneous drive and enjoyment come from this state.

This state is communicated by - I want it now, wow, I dare you, etc.

Goal is to have a balance of all three. If the Adult is doing its job the personality is healthy and balanced. Problems occur because Parent and Child are often in conflict. Adult tries to meet Child's need and stay out of trouble.

WHY DOES ANYONE CARE ABOUT THESE STAGES?

Because during transactions (communications) there are 9 different possible scenarios of exchanges which can occur:

Parent to Parent, Adult to Adult, Child to Child, Parent to Child, Parent to Adult, etc.

THE GOAL OF INTERACTIVE MANAGEMENT IS TO PUT THE ADULT IN CHARGE OF TRANSACTIONS.

As you become aware of the current ego state of the person you deal with you can avoid the worst possible relationships, i.e. Parent to Child.

Examples:

Working with simulators brings out which ego state?

CHILD

Safety in the work place would appeal to which state?

PARENT

When counseling one of your division officers on their sloppy evaluations he reacts with "Why do you always pick on me?". Which state is he in?

CHILD

You've had a bad day and vent on some poor messenger and he ends up pouting. What states are you both in?

PARENT - you

CHILD - messenger

STRESS:

The way the sender expresses his personality (the state used) directly influences the response of the receiver - Parent produces Child, Child produces Parent. People who wait to be told what to do are in Child state - boss must realize this and try to raise them to Adult state.

KEYS TO ANALYZE COMMUNICATION/TRANSACTIONS WHEN FAILURE SEEMS IMMINENT

- Am I acting like a Parent, Child, or Adult? How do I want to come across?
- Don't allow past emotional experiences dictate the ego state - act in the present.
- Check how you're responding to remarks from others. Why respond that way?

- Keep the Adult in charge. Avoid using Parent words - should, shouldn't, always, never and Child words - "I want", "I need", "I wish", "I won't", "I can't".

2.2.5 COMMUNICATION DISCORD

(From Hamlin, 1988, pp. 48-50)

SCENE:

An executive's office. Staff member is being called on the carpet.

CAST:

XO - a competent, ambitious, hard-working boss who wants his staff and their product to work like clockwork.

DIVISION OFFICER - a staff member who has been getting his reports in late.

ACTION:

XO: "Look, Mike, I've told you twice now that your reports are late. I won't have it happen again!"

DO - MIKE: "But it's not my fault. It's . . ."

XO: "Look. No more excuses. Just shape up. Can you do the job or can't you? I want those reports on time. That's all!"

DO: "Okay. Sorry. You'll have them."

QUESTIONS

Did the XO solve the problem?

Does the XO know anymore about the problem than before this meeting?

Did the XO help solve the problem?

Can the DO change what's been happening permanently?

State exactly what the XO's problem is:

Needs something (reports), isn't getting them. Takes shortest route to defuse problem - demands, tells what he wants and expects compliance.

State exactly what the DO is experiencing in this conversation:

Hears displeasure/criticism. Defends himself by avoiding confrontation and simply agreeing. He still has no idea after leaving how to correct his problem and get the reports in on time.

There are 2 sets of issues both parties need to deal with - factual issues and emotional issues.

Factual issues:

XO:

- Late reports make his job more difficult.
- His superior calls him on the carpet.
- Late reports sets a poor example for other officers.

DO:

- He wants to keep his job.
- He knows when the reports are due and to deliver them on time.
- Without a good fitness report from the XO he's a dead man.
- He can't seem to get the reports in on time.

Emotional issues:

XO:

- His authority is being challenged. He delegated those reports and told DO when to deliver them, and it didn't happen. That's threatening and infuriating.
 - There is concern about having to prove his authority again.
 - There is the hidden fear that he may not get total compliance.
- That then?

DO:

- He feels ashamed, ineffective, guilty about his reports being late.
- He worries about threat of punishment, even removal from job.
- He worries about loss of affection and esteem.
- Since he's failed so far, he fears he may not be able to comply.

It's up to the XO to analyze this encounter before it takes place.
What will make this meeting effective?

New tack - information gathering vice fury-and-threat reflex.

Turns the situation into problem solving instead of eye-to-eye confrontation.

XO: "Mike, I know you've been having problems getting your reports in on time. I'm sure you don't like that any more than I do. Let's sit down and figure out what's going wrong and how to fix it."

No threats, no anger. Recognizes a problem, that both are upset by the problem and that the DO can't fix it on his own. Shows willingness to help solve the problem - not just chastise the officer. DO feels relieved and willing to be open about the problem.

What's the result?

TEAMWORK AND CONSTRUCTIVE SOLUTIONS.

2.2.6 THE FORE-THOUGHT CHART

This is a system which will describe the motivations already in place and the motivations being brought to the meeting/encounter (Hamlin, 1988, pp. 52-77).

The chart focuses on these questions:

- What does the other person want, need, and expect - both specifically and generally? What's important to them?
- What do you want, need, and expect? What's important to you?
- Where is the energy and the motivation for action for you as well as for them?
- What sources on both sides can you tap into to fulfill your intention for this encounter?
- How do they complement, interact, or collide?

Using scenario from above see how chart is filled in.

When you fill out your own chart only fill out your side then move to the other side otherwise you may influence how you really feel. To fill out the other person's side must use empathy and observation.

XO

Goals

1. Get report on time.
2. Be sure DO gets the message.
3. Don't want to deal with again.

Needs

1. DO should meet standards I've set for myself.
2. Must know reasons why not. This affects my performance.
3. I'm frustrated by being stuck. Should have done it myself.
4. If I don't prevail, how will that affect my authority with others?

Expectations

1. I'll be firm and irritated.
2. DO will apologize and make excuses.
3. He'll promise to fix it.
4. I'll give him another chance.

DO

Goals

1. Keep job, get promoted.
2. Avoid boss's wrath.
3. Try to get reports in on time.

Needs

1. Need to know I can do it.
2. Need reassurance that the XO hasn't lost faith in me.
3. Need to feel a valued part of team.
4. Need to be sure peers don't find out.

Expectations

1. He'll probably be mad.
2. He'll demand reports on time.
3. He won't want any lame excuses.
4. He wants me to promise to get it right.

COMPARE THE SIDES

Goals - Notice none of the XO's goals have to do with the DO - just interested in the reports.

Emotional Needs - Notice they deal more with the individual and their inward feelings

NOTE: "The amount of sensitivity and thought you put out to probe your own goals and feelings and to imagine and understand DO's is in direct proportion to how quickly you'll get back what you want and need (Hamlin, p. 67)."

Expectations - Appear to be very close on both sides.

ALTERNATIVES TO SCENARIO

DO expects the XO to be mad. Somehow need to defuse the situation so XO tries this:

XO: (calmly, pleasantly, factually): "Mike, I think we've hit a snag."
(smiling): "Now I suppose you think I'm just going to pound on the table and say (pounding table in an exaggerated way), 'Dammit, get those reports in on time!' But that's not very constructive, as I see it. (Pauses, laughing) Although it would make me feel much better, I'll tell ya, 'cause what you're doing is giving me a lot of grief and creating a problem for the whole group!" (Then get serious)
(Hamlin, p.72).

HOW IS THE DO GOING TO REACT TO THIS APPROACH?

Surprised - becomes less defensive. The XO understands his side. That the meeting is intended to be constructive not recriminatory. That the XO is taking heat for him. That his actions affect the whole group.

FORE-THOUGHT CHECKLIST

1. Make a chart.

Not vague thoughts but succinct facts.

2. Take the time to discover and state your own goals.

This will help you write an agenda for the meeting and help you hit all major points.

3. Analyze your audience's goals.

Try to see their position and goals. What do they want from you, from the meeting?

4. Be honest about your emotional needs.

Don't delete any because they don't seem worthy. Have the courage to find, recognize and state them in writing.

5. Uncover the other's emotional needs.

Do role reversal - you've probably been in the situation before. Start from general to specific.

6. Find out what you expect to have happen.

Less knee-jerk reactions - see your conditioned style and response and use what you've been given.

7. Imagine the other's expectations of the meeting.

Identify what they expect and then surprise them.

8. Disarm

The greatest element of surprise and persuasion is the truth so use it. Also, humor can break the ice but can also be overdone.

2.3 LISTENING SKILLS

INTRODUCTION

A. Establish Contact.

1. Introduce yourself and give the topic of this lesson:

LISTENING

B. Enabling objectives

2.3.1 The student will list the categories of listeners and explain the qualities of the highest level of listening.

2.3.2 The student will recognize the Barriers To Effective Listening and choose methods to overcome these barriers.

2.3.3 The student will choose four areas from the 19 Commandments of Power Listening which he has designated as weak areas and will discuss in detail his plan to strengthen these areas.

2.3.4 The student will define benevolent listening and provide an example which involves telephone procedures.

2.3.5 When given a case study, the student will assess what level of listening the other person is at, how to change the level and discuss any barriers that would need to be overcome prior to communication.

C. Establish Readiness:

1. Motivating Statement:

We are already aware of how important communications are and that without effective communications one cannot be an effective manager. Communicating consists of listening and speaking. There is a distinct difference between hearing and listening. How many people are able to tune out certain sounds or voices when reading the paper? How many couples have marital problems because the answer to a question is "Yeah, I heard you!" to the question "Why didn't you do what I asked you to do?"

Without good listening techniques one can not counsel effectively and a majority of a manager's time is spent counseling. We also know how embarrassing it is to not understand exactly what we have been told. How many of you have walked out of the commanding officer's office feeling you understood the direction you have been given just to turn in the report and have the CO say "This isn't at all what I was talking about! Go out and come in again when you have the right answer!". The graph in your guide breaks down the communications components and ranks them. Do you agree? Disagree? Why? Any examples?

2. Lesson Overview:

a. In this lesson we will discuss the art of listening, then move on to speaking skills, then body language and finally tie them all together with counseling skills.

PRESENTATION

2.3.1/2.3.5 CATEGORIES OF LISTENERS (Hunsaker & Alessandra, 1980, pp. 127-131)

1. THE NONLISTENER

This is the level where no attention is paid to the speaker. We do not even make an effort to listen. All the speaker sees are blank stares and nervous mannerisms and gestures.

EXPLAIN: This is the blank stare we give when trying to come back with a rebuttal. We are so busy thinking about what we are going to say next we never hear what is said. This is the trait of the conversation hog - always interrupting the speaker, cutting off the speaker in mid sentence and must always getting in the last word.

2. THE MARGINAL LISTENER

The type of listening normally given to our spouse or kids. One hears the sounds and the words but doesn't really listen.

EXPLAIN: You've all heard the saying "Goes in one ear and out the other" and that is exactly what happens here. This is superficial listening. One doesn't dig into an argument or problem - just puts them off until they get so big that they have to be dealt with. Marginal listeners are easily distracted by their own thinking and by outside distractions. They are not receptive to difficult technical

presentations or discussions and when they have to listen to them they only look for the bottom line rather than the main ideas. This is the most dangerous type of listening because there is so much room for misunderstanding. One is giving the listener clues that he is being listened and understood but in reality he is only partially concentrating on what is being said. This creates a very dangerous situation. A good example is when things get hectic in the office - all the phones are going at the same time and you are putting out 5 fires at the same time. That is when it is most important to listen to each conversation with extreme care. Don't let your mind wander off to the next crisis or misunderstandings will occur.

3. EVALUATIVE LISTENING

At this level more concentration is taking place and the listener is paying more attention however what is lacking is the affective side of listening. This person ignores the emotions being displayed by the speaker. He just doesn't make the effort to understand the speakers intent.

EXPLAIN: This listener remains emotionally detached from the conversation and is an expert "parrot". He lacks sensitivity, empathy and true understanding. He forms opinions about the message before it has been completely translated and therefore misunderstands the true meaning of the message. Discussions tend to be tense and trust deteriorates.

4. THE ACTIVE LISTENER

The highest and most effective level of listening! Putting yourself in the other person's shoes and refraining from evaluating the speakers words.

EXPLAIN: THIS IS THE ONLY LEVEL WHERE REAL COMMUNICATION TAKES PLACE. One stops their own thoughts and emotions and gives entire attention to the speaker. One listens for the intent and emotion of message. Shows the speaker - verbally and nonverbally - that he is listening. He doesn't interrupt the speaker. When speaking he looks for verbal or visual cues from other people so that he can give them the floor. Uses questions to extend and clarify the speakers message. He has 3 skills the other listeners don't:

a. Sensing Skill - the ability to recognize silent messages the speaker sends through vocal intonation, body language, facial expressions, etc.

b. Attending Skill - the ability to send feedback to the speaker that indicates one's attentiveness through eye contact, open body language, affirmative head nods, appropriate facial expressions,

avoidance of nervous, bored, or angry gestures and verbal expressions like "uh-huh," "yes," "go on," "I see," and "keep going". This also includes establishing a receptive listening setting - private office, away from phone calls, away from people within earshot. Attending also includes not breaking into another person's personal space and removing barriers like a large desk between people.

c. Responding - the ability to gather accurate feedback on the speaker's subject or feelings. This is done by keeping the speaker talking, asking questions, making the speaker feel understood and getting the speaker to understand their own problem better.

SUMMARY

Active listening is not easy and requires great amounts of concentration. One cannot have a short attention span and be an active listener. It's easy to see that the first three levels of listening could be the reason why some of those counseling sessions didn't produce desired outcomes. It is also understandable how these would cause errors in work, poor internal communications, staff dissatisfaction and low productivity.

2.3.2 BARRIERS TO EFFECTIVE LISTENING (Hunsaker & Alessandra, 1980, pp. 131-136)

EXPLAIN: The goal of this section is to provide some of the physical, mental and emotional roadblocks to active listening. Upon completion you will be able to identify them as they occur and eliminate them.

1. MOTIVATION AND ATTITUDE

Entering an environment with the wrong attitude or motivation. There is no way one will hear, comprehend or understand what the speaker will have to say if he approaches the situation like this.

EXPLAIN: You may as well go home. We only hear what we want to hear. If we aren't willing to put forth the effort it's better to leave than ignore and insult the speaker.

2. LACK OF CONCENTRATION AND ATTENTION

This applies to those who haven't developed their attention span. Also people who allow outside influences to distract them.

EXPLAIN: These can be developed through practice and self motivation to listen to another person. This is commonly called trying to do two things at the same time.

3. NEGATIVE ATTITUDES TOWARD LISTENING

This is for those who believe listening is a passive and non-power act.

EXPLAIN: The true power is in listening. Talk is not really power - just because we have the floor doesn't mean we are in control.

Listening increases trust, decreases tension and increases productivity. The speaker will feel you are trying to understand his needs. Also when you wish to speak reciprocation is much easier.

4. EXPERIENCE AND BACKGROUND

Listening ability is affected by these two areas. All of us have such varied backgrounds and experiences we need to seek out the similarities.

EXPLAIN: If the speaker is using terminology which the listener is unfamiliar with the listener has two choices - ask questions and have the speaker explain or tune the speaker out. If the listener thinks it would be embarrassing to ask questions no communication will occur.

5. POOR LISTENING SETTING

When one's attention and concentration are severely challenged by other people or outside noises.

EXPLAIN: If it's too noisy why not move to a better setting? The speaker knows you really want to listen and understand his message if you set up conditions where interruptions will be minimal. It is also important to physically locate people the right distances from each other. Don't place them too close or too far away. Also look at environment - is it too hot, too cold, chairs uncomfortable, too comfortable?

6. EMOTIONS

When we let our emotions control whether we believe a speaker or whether the speaker's message is favorable. When we prejudge the content.

EXPLAIN: There may be times when we label a speaker as one of us - a good guy or as one of them - a bad guy. If we like the speaker we will probably be sympathetic to the message being presented. If the speaker makes a point we don't agree with our mind races off arguing and criticizing the message. We become so distracted we lose the meaning of the message.

7. DAYDREAMING AND FANTASIZING

THIS IS WHAT A LOT OF YOU MAY BE DOING RIGHT NOW!

EXPLAIN: People can think about four times as fast as they can speak. We usually listen at a rate of 125-150 words per minute because that's about as fast as people can talk, however we are capable of comprehending 500 words per minute. This dead space should be utilized by the listener by reviewing what has already been discussed.

8. DELIVERY

Every speaker has his own style and some are easier than others to listen to.

EXPLAIN: Often it is hard to become accustomed to an accent or a slower rate of speech. If one knows styles that are difficult to listen to he can train himself to increase attention and concentration when they arise.

2.3.3 POWER LISTENING (Hunsaker & Alessandra, 1980, pp. 137-141)

Lack of listening skills are due to the following:

See handout - the Nineteen Commandments of Power Listening.

1. It is impossible to listen and talk at the same time.

Relax and wait until the speaker makes his point then it will be your turn.

2. Listen for the speaker's main ideas.

Use superior speed of thought to review a portion of the discussion already covered. Tie specific facts to main theme. Ask yourself "What's his point?" and then guess. If you guess correct understanding is taking place.

3. Be sensitive to your emotional deaf spots.

These are the words that may set off a mental chain reaction.

4. Fight off distractions

Focus your attention on the words, feelings and intent of the speaker.

5. Try not to get angry.

Don't make value judgements, be open to message being conveyed.

6. Do not trust to memory certain data that may be important - take notes.

Write in words and phrases - not complete sentences. Be sure to review notes before passing on information to make sure you know what you've written.

7. Let subordinates tell own stories first.

This will aid in helping solve their problem. Find out their needs and goals.

8. Empathize with subordinates.

Really make the effort to understand their point of view.

9. Withhold judgement.

Value the message not the ability of the speaker to deliver it.

10. React to message, not the person.

Remember that good thoughts, ideas and arguments can come from people you may not like.

11. Try to appreciate the emotion behind the speaker's words more than the literal meaning of the words.

Ask these question - What's he feeling?

What's he mean and is that what he is saying?

Why is he saying this?

What's being implied?

12. Use feedback.

Check on a regular basis that you are understanding what you hear.

13. Listen selectively.

Pick out the critical message, separate the wheat from the chaff.

14. Relax.

This puts the speaker at ease. Be attentive.

15. Try not to be critical of someone else's point of view, even if it is different from your own.

Be patient. Let speaker finish his entire train of thought.

16. Listen attentively.

Face speaker, uncross arms and legs, lean forward. Establish gentle, intermittent eye contact. Nod head and respond vocally with "uh huh".

17. To the degree that it is in your power, try to create a positive listening environment.

Get away from source of distraction. Don't violate speaker's personal space.

18. Ask questions.

The type of question should be open-ended, feeling-finding. Use them to clarify potential ambiguities.

19. Be motivated to listen.

There are no disinteresting speakers only disinterested listeners. Use the following list to help sharpen your skills.

LISTENING HANDOUT

Questions To Ask Yourself After Discussions or Counseling Sessions

1. Did I comprehend each point he was trying to make?
2. Did I make judgements of the words before she was through speaking?
3. Did I make decisions in my mind while she was still speaking?
4. Did I assess his information at the conclusion of his remarks?
5. Did I try to hunt for evidence that would prove her wrong while she was speaking?
6. Did I hunt for evidence that would prove her right?
7. Did I hunt for evidence that would prove my own point of view wrong?
8. Did I hunt for evidence that would prove my own point of view right?
9. Did I become upset while listening to him?
10. Did I feel that his ideas were wrong when he was discussing them with me?
11. Did I generally jump to conclusions while listening to her?
12. Did I let him speak at least 50 percent of the time?
13. Did I understand her words in terms of their intended meanings?
14. Did I restate her ideas and feelings accurately?
15. Did I pinpoint his assumptions and compare them with my own?
16. Did I study his voice, posture, actions, and facial expressions as he talked?
17. Did I listen between the lines for unspoken meanings behind the words?
18. Did I weigh the verbal evidence used by the speaker to support his points?
19. Did I really try to listen to him?
20. Did I really want to listen to him?
21. Did I really show him that I was , in fact, motivated and interested in listening to him?

2.3.4 BENEVOLENT LISTENING (Crawford, 1988, p. 65)

DEFINITION:

Listening to others in a respectful manner. Assigned readings already showed some of the characteristics of benevolence - kindness, generosity and concern for others.

WHY IS THIS IMPORTANT?

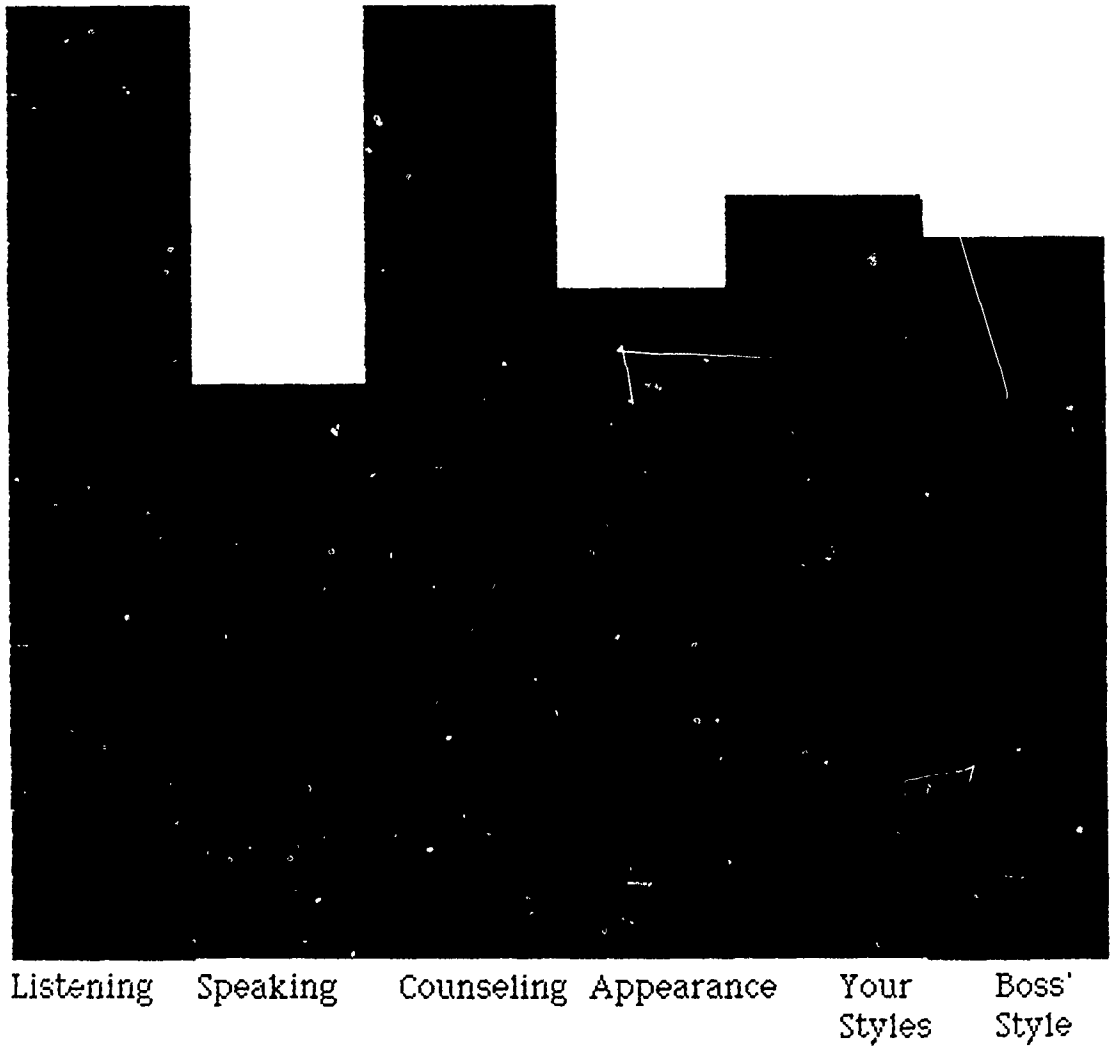
The most effective managers are also benevolent and one of their traits is to listen more than speak. This kind of listening requires thought and concentration and shows respect for the speaker.

The cliché, 'What goes around comes around,' is most accurate in practicing benevolence. Speak to others in a warm, friendly manner and it will be reciprocated.

POINTS TO REMEMBER:

- When a subordinate makes a viable recommendation you must support them. If you ask for input and then ignore it few will offer to give input in the future. **BOTTOM LINE** - Don't ask for input/solutions if you've already made up your mind.
- Most of our dealings with others is done on the phone - be sure to use a tone of voice that is appropriate.

LEADERSHIP SKILLS



GRAPH A

D. EXERCISES TO IMPROVE LISTENING SKILLS

Videotape a 10 minute interview between you and a classmate. You will play the role of the effective listener. When you play back the tape count the number of times you (a) were distracted by external stimulations; (b) distracted by internal personal thoughts; (c) mentally raced ahead of the person speaking; (d) made value judgements as the person spoke; (e) cut off the person; (f) filled in voids or silences with your own words.

THE NINETEEN COMMANDMENTS OF POWER LISTENING
from The Art Of Managing People by Phillip L.
Hunsaker and Anthony J. Alessandra

1. Remember that it is impossible to listen and talk at the same time.
2. Listen for the speaker's main ideas.
3. Be sensitive to your emotional deaf spots.
4. Fight off distractions.
5. Try not to get angry.
6. Do not trust to memory certain data that may be important - take notes.
7. Let your subordinates tell their own stories first.
8. Empathize with subordinates.
9. Withhold judgement.
10. React to the message, not the person.
11. Try to appreciate the emotion behind the speaker's words more than the literal meaning of the words.
12. Use feedback.
13. Listen selectively.
14. Relax.
15. Try not to be critical, either mentally or verbally, of someone else's point of view, even if it is different from your own.
16. Listen attentively.

17. To the degree that it is in your power, try to create a positive listening environment.

18. Ask questions.

19. Be motivated to listen.

2.4. SPEAKING SKILLS

A. Establish Readiness:

1. Motivating Statement:

The best formula for any kind of public speaking are two old cliches, 'Tell 'em what you're gonna say, say it, and tell 'em what you said', and 'Tell them what they need to know not all you know'. As responsibilities increase we will be required to speak in front of others on a regular basis. This will range from retirement ceremonies, graduations, advancements to high level briefs to 4 star admirals. This section will try to provide some foolproof fundamentals that help make people listen and understand. The resource for this section is How To Talk So People Listen by Sonya Hamlin.

First some basic principles about how people absorb information (Hamlin, 1988, p. 99):

- Information must be presented in a systematic, orderly way.
- If introducing new information it must be tied in with something the listener is already familiar with so it appears to be a logical progression.
- Information is easier to process when presented in this order:
 - The Long Shot - the orientation shot - what establishes context for the listener. Gives general parameters.
 - The Medium Shot - field of vision is tightened and we begin to eliminate the unimportant features. Start to concentrate on where and what the heart of the matter will be.
 - The Close-Up - What we wanted the listener to think about - where we stay to learn and discover the message.

B. Enabling Objectives

2.4.1 Explain the order/sequence of preparing a presentation.

2.4.2 Give a ten minute speech using a visual aid(s).

2.4.3 Name the four essential elements of interesting TALK.

2.4.1 STRUCTURING A PRESENTATION

Your goal is to take the listeners on a journey with you as their guide. The catch is to keep the listeners on the entire journey. The most effective format is (Hamlin, 1988, pp. 104-109):

- Introduction
- Motivation/Opening
- Outline of Agenda
- Content - section by section
- Recap each section
- Transition to next section
- Wrap-Up
- Conclusion

INTRODUCTION

Sets the tone for the presentation. Instantly focus on the main point(s) you hope to get across.

MOTIVATION

Tells them why to listen - explain how your topic affects them and how important they are in the equation.

Take time to let them know who you are, let them get use to your style.

GIVE THEM THE OUTLINE

Tell them what's coming up. Everyone wants to know what to expect so give them a mental image of the organization of your topic.

CONTENT: PRESENT YOUR BASIC IDEA

Tell them your message but use the long shot at this time. It's hard to sell new ideas so discuss the problem or the general picture first.

EXAMPLE: "Our X system isn't keeping up with the times. So we need to take a hard look at it. I plan to show you why it's becoming obsolete and what we can do about it."

BEGIN TO BREAK IT INTO SEGMENTS

This is where the medium shot comes into play. Begin to break the idea into major headings and give general descriptions of these segments. Keep it in a logical order.

PRESENT EACH SEGMENT WITH ITS DETAILS

Time for the close-up - look at each segment in detail. Use bullets as your points - "There are three major reasons. . .".

RECAP EACH SEGMENT

Use this to reinforce or clarify the segments highlights. This allows the slower listener to catch up and also the inattentive listener as well.

MAKE TRANSITIONS

Floating from one segment to the next requires a bridge of some kind. As you exit one segment introduce the next.

WRAP-UP

This is where you restate the whole idea - hitting the major points and only using the most memorable details from presentation.

(OPTIONAL) POSE AND ANSWER POSSIBLE QUESTIONS

If you used your Fore-thought Chart most of these questions won't come as a surprise. If the subject was controversial you may want to use this segment but it will all depend upon your audience, the subject and the goals.

(OPTIONAL) RAISE AND ANSWER ANTICIPATED RESISTANCE

If during your presentation you see decidedly skeptical - even negative reactions you may wish to address the issues they seem concerned about. Try to tie it in with their job and their department.

GRAND WRAP-UP AND CONCLUSION

Time to bring it all together by succinctly recapping the highlights and restating your major argument. End by saying why your idea should happen. Use your most graphic, dramatic, or innovative examples.

OPEN FOR QUESTIONS AND DISCUSSION

Focus on getting responses to your idea and possible ways to increase the number of solutions. Might lead to working together or point you in a new direction for research.

2.4.2 VISUAL AIDS - YES OR NO?

A. Establish Readiness

1. Motivating Statement

85 to 90 percent of what we see we remember. 15 percent of what we hear we remember (Hamlin, 1988, p.110).

Using visuals can bring people on board to new ideas quicker. Visuals keep the interest level of the audience up.

Your reason for using visuals is to engage your audience so the key is to give them time to look! Learning to wait is a required skill if one decides to use visuals.

2.4.2

When to use visual support (Hamlin, 1988, p. 111):

- New data, known only to you.
- Data known to all but never presented before in this context.
- Message which needs documentation from objective data to support it and make it believable.
- Numbers, facts, lists, trends, information that people cannot remember when only hearing it.
- Chronological data that carries over from one segment to another.
- Comparisons

When not to use visual support:

- Building morale, gaining loyalty, anything involving feelings and emotions.

HANDOUTS

These are for **after** you've explained and finished - something for them to take home.

WHY AFTER THE PRESENTATION?

- Audience can read faster than you can talk and gets ahead of you.
- Audience reads while you talk, draw their own conclusions and don't listen to your verbal explanations.
- Goal is to keep eye contact with the audience - to persuade them you have the answer. If they are reading they aren't looking at you.

HOW TO USE VISUAL AIDS (Hamlin, 1988, p. 116)

- Blackboards or flip charts - Draw or write while you explain, stop until ready for next point. Introduce, draw and explain.
- Prepared Charts/Transparent Overlays - Best are the overlays - adds information one point at a time, expands upon previous data.
- Creating Slides/Transparencies - Use the build system - start with outline basics and then add more data. Keep style and layout consistent. Utilize colors to designate new material.

General Points to Remember (Hamlin, 1988, p. 117):

- Use same symbols or style throughout presentation. If you start by printing don't switch to writing.
- Visuals should be self-explanatory.
- If using unfamiliar terms create a glossary for all to see.
- Give audience time to look and study visual aid. Be quiet.
- Explain what they are about to see before you reveal the aid.
- Keep materials organized and neat.
- Practice with your visuals until you feel comfortable using them.

2.4.3 T A L K

WHY ARE SO MANY CONVERSATIONS BORING?

Resource is The Art of Talking So That People Will Listen (Swets, 1983, pp. 75-76).

Perhaps conversations lack the following elements...

T - Think before speaking. What will interest the other person(s)?

A - Assert yourself, share deeper thoughts and feelings especially if they differ from prevailing opinion.

L - Listen to what others are saying or clues to expand the conversation may be missed.

K - Know what to talk about - explore areas that will expand personal vision and appreciation.

Most important in this process is the ability to wrap your mind around an idea. This involves looking at the idea or problem from more than one angle, comparing short and long range consequences.

2.5 APPEARANCE/BODY LANGUAGE SECTION

A. Motivating Statement

According to Swets, "... in face-to-face conversations, 7 percent of a message depends on words, 23 percent on the tone of voice, and 70 percent on nonverbal body language (Swets, 1983, p. 59)".

First impressions do count - your clothes, voice, grooming, handshake, and body postures make a difference (Hunsaker & Alessandra, 1980, p. 151).

B. Enabling Objectives

2.5.1 Recognize the six components of image and explain how each affect first impressions.

2.5.2 Demonstrate an understanding of Uniform Regulations by performing weekly inspections on both officers and enlisted.

2.5.3 Demonstrate physical fitness standards as specified in OPNAVINST 6110.1C.

2.5.4 List three positive and three negative features of facial expressions, voice cues and body positions and movements that can affect how a message is conveyed.

2.5.5. Upon reviewing video cassette, evaluate the message your body is conveying while counseling a peer, a subordinate. In what ways is your counseling similar? different?

2.5.1

According to Hunsaker & Alessandra (1980, pp.147-155) a total image which you project to others consists of 6 critical areas:

- first impressions
- depth of your knowledge
- breadth of your knowledge
- your flexibility
- your enthusiasm
- your sincerity

First Impressions - What is a first impression?

A first impression is the initial impact you make upon another.

Have you even considered what kind of first impression you make? What kind of impression does a weak handshake give, poor vocabulary, poor posture, ill-fitting clothing?

Discuss briefly.

Points to look for are areas of dress, voice, grooming, handshake, eye contact and body posture. Stress firm handshake but not a bone crusher and making eye contact while shaking hands. Sit and walk straight and relaxed. Dandruff on dress blues or working blues, too much perfume, grooming violations - hair length, fingernail length. Clothing - wearing old yellowed whites or faded khaki, incorrect skirt lengths (1.25 inches from center of knee), battered old covers.

Depth of Knowledge. Just how well do you know your subject, are you up to date, do others come to you for your expertise?

What can one do to increase depth of knowledge?

Be thoroughly familiar with policies and procedures. Know your people, know the situation and trends.

Breadth of Knowledge. This is an area that will help build rapport with others. It centers on subjects outside your expertise - current books, sports, and world events.

People love to talk about their special interests because it provides a common bond. Find out what you people are interested in or what the boss is interested in and become informed in these areas. Show interest in the other person by asking questions about their special area of interest. Breadth of knowledge comes from reading, listening and interacting with other people.

Flexibility. Your ability to adapt your behavior to others. Allows you to interact with others on their comfort level of communication.

What are some ways in which one shows flexibility?

Slowing down to interact with someone who may not like moving quickly. Speeding up for those who do act quickly. Listening to a

personal story vice getting right to task at hand. Giving more detail than usual.

Goal is to produce a trusting relationship which involves your being tactful, reasonable and understanding.

Enthusiasm. If the leader shows a lack of enthusiasm what will his people show? Don't enthusiastic people work harder, longer and more accurately?

Enthusiasm is a disease - it's catching.

Sincerity. A lack of this quality can kill you. This quality or lack of it will stay with your image no matter what you do later on. A lack of sincerity will damage your reputation beyond repair. Who would be willing to trust you or confide in you if you aren't sincere?

2.5.4

What is body language?

Body language is a form of non-verbal communication. It takes place in the eyes, face, hands, arms, legs and posture. Can you name 3 positive cues - 3 negative cues (Hunsaker & Alessandra, 1980, pp. 166-177)?

Positive

FACE - looking the person in the eye, winking, raising an eyebrow, smiling, tilted head meaning evaluating and listening to what you are saying, leaning forward with interest, chin stroking.

BODY - hands relaxed and open to show receptiveness; hand to check to show interest or consideration.

POSTURE - open extended arms show acceptance; sitting on edge of chair leaning slightly forward shows interest; walking fast and freely swinging arms shows determination; a plan, hands on hips shows readiness, relaxed, expansive gestures show confidence; feet on desk or leaning back in chair show authority; erect body stance with hands open, arms extended, bouncy walk show enthusiasm.

Negative

FACE - not looking the person in the eye, frowning, nervous laugh, darting eyes, pursed lips, downcast head.

BODY - crossed arms and legs while sitting shows disagreement or negativeness; keeping ankles locked shows holding information back; drumming fingers, cupping head in palm of hand, foot swinging all show boredom; pacing, shifting weight, fidgeting all show nervousness.

POSTURE - shifting body so that feet are toward the door show wish to end meeting; rubbing the nape of the neck or running hands through hair show frustration; rigid body, arms or legs tightly crossed shows defensiveness; leg over the arm of a chair shows dropping out of the conversation; straddling a chair shows domination; scuffling along with hands in pockets, heads down at a slow pace shows dejection, secrecy and criticalness.

The following information is provided (Swets, 1983, p.59):

FACIAL EXPRESSIONS

Positive Face

smile
empathic face
head nod
laughter
eye contact

Negative Face

frown mocking laughter
sneer smirk
cry angry face
glare disgust

VOICE CUES

Positive Voice

caring satisfied
warm buoyant
soft bubbly
tender cheerful
relieved chuckling
empathic happy
concerned joyful
affectionate laughing

Negative Voice

cold blaming
tense sarcastic
scared angry
impatient furious
hard blaring
clipped hurt
staccato depressed
whining accusing

BODY POSITIONS AND MOVEMENTS

Positive Body

touching
distance reduction
open arms
attention
relaxation
forward lean

Negative Body

neck or hand tension
rude gestures
throw up hands in disgust
point
jab
inattention

Summary:

What's it all mean? Simply become aware of your body language and the body language of those around you. This will greatly increase your counseling skills and your ability to communicate with superiors.

2.6 Counseling

A. Motivating Statement

The following information on counseling can be found in the Leadership and Management Education and Training Advanced Division Officer Course NAVEDTRA 38042-A.

To be most effective as a department head regarding utilization of your time and knowing your own limitations requires reviewing the differences between advising and counseling.

- advising - helping an individual initiate action to correct a problem by providing them with information about procedures, opportunities, or alternatives for action.

- counseling - helping an individual explore, better understand, and possibly find solutions for a problem. This includes encouraging the individual seeking help to create alternatives and to initiate problem-solving action of their own.

B. Enabling Objectives

2.6.1 Describe two approaches to counseling.

2.6.2 State the four categories of counseling problems one will face.

2.6.3. Describe the seven steps for counseling.

2.6.4 Explain why the art of questioning is important in counseling.

2.6.5 Describe five counseling techniques.

2.6.6 From the three Basic Work Personalities, describe which is your dominant personality and then discuss the strengths and weaknesses of that personality.

2.6.7 Recognize creative criticism and the difference between it and personal criticism.

2.6.8 In given situations, identify hostility and anger, analyze the reasons for the emotion(s), then give appropriate responses to overcome or use the emotion(s).

2.6.1

LMET Course suggests two approaches to counseling:

- Directive counseling:** helps individuals solve problems by providing them with information and recommendations answers to questions, clarification.

- Nondirective counseling:** helps individuals explore and better understand a problem and its alternative through listening, questioning and encouraging them to take action on their own initiative.

2.6.2

LMET also suggests that there are four main categories of counseling problems which anyone in a supervisory position will encounter. They are:

- Personal**
- Disciplinary**
- Career**
- Performance**

In NAVEDTRA 38042-A there are numerous pages listing helpful resources. These are reproduced with CNTECHTRA's permission and are included in the student guide.

2.6.3

As found in Crawford's chapter titled "Nice Guys Don't Finish Last" he discusses the concept of BENEVOLENT DISCIPLINE.

First, what does discipline imply to you?

It can denote both punishment and teaching but when these two ideas are combined you have BENEVOLENT DISCIPLINE. For those of you who are getting hung up on the word benevolent just bear with us - firmness and a fair way to handle the discipline problems one may encounter is the foundation of this line of thought.

How do I use this idea though - I can't let people walk all over me?

Right, we all agree. To use this skill one needs to use active listening and accurately interpret facial gestures, body language, tone of voice and vocal inflections. Non-verbal communication will usually express the truth. Once you understand the real message an honest exchange of ideas can occur.

What is one of the biggest mistakes a boss can make that hurts credibility with employees?

Example: Who has ever made a mistake before the boss, had him turn to you in front of your peers - or even worse your subordinates and publicly reprimanded you?

What kind of reaction did you have?

Unfortunately some people react by quitting, by becoming passive-aggressive or by becoming maliciously obedient. If there is one lesson to learn from public reprimand it is to praise employees in public and discipline them in private - treat them the way you wish to be treated.

Crawford gives 7 guidelines for BENEVOLENT DISCIPLINE which are also excellent counseling steps (Crawford, 1988, p. 63).

1. Describe to the employee the specific problem.
2. Describe your expected standard.
3. Ask the employee to identify what he believes to be the cause of the problem.
4. Ask for his suggestions to solve the problem, and discuss them.
5. Decide on a plan to improve performance.
6. Follow up.
7. Feedback.

2.6.4

In Chapter 6 of Hunsaker & Alessandra text he explains the art of questioning. Why do you think this is a critical and valuable tool in communications? How many conflicts could have been avoided if the right question(s) would have been asked?

We ask questions for the following reasons:

- To gain information.
Helps get the facts, gets person to state their needs, goals, objectives, problems, etc.
- To uncover motives and gain insight.
Good questions will help you to determine other persons frame of reference. Need to understand other person's goals and motives to help fulfill their needs and the Navy's needs.
- To obtain subordinate participation.
Used to draw people into conversation who seem uncommunicative. By asking open questions one can build trust and all will willingly participate in the problem-solving process.
- To check understanding and interest.
Extremely important to find out if you understood what you think you heard them say. Also important to find if others understood what you think you have said. A way to check and see if communication is really occurring.
- To start other people thinking.
By asking for another person's opinion you acknowledge that their opinion is meaningful and valuable. There are always glitches we may not be able to see that others can point out to us. Why not utilize the expertise of your people? This is the basis for a successful, productive working relationship.
- To reach agreement.
This doesn't necessarily mean one is looking for a "yes man". On the contrary if the working relationship is good others may not always agree with you but should be able to see your point of view and how the decision was reached. A good staff will tell the boss what they think - keeps the boss on track.

- To bring attention back to the subject.

During everyday duties when one is normally trying to do four things at the same time while speaking on the phone a question will probably bring concentration back to the subject at hand. Handling one hot item at a time is all one can do and trying to handle more than one will often get you burned.

- To give positive strokes and build trust.

Again, this will flatter the other person and increase trust in the relationship.

- To give psychological reciprocity.

Showing mutual interest in each contributor. Hopefully by listening to others they will also listen to you. Listening is more valuable than speaking.

- To discover the tension differential.

The tension differential is the gap between what a person is doing compared to what the person would rather be doing. This deals with bringing organizational and personal goals and objectives closer to each other.

What are open questions?

They usually (Hunsaker & Alessandra, 1980, p. 103):

- Cannot be answered by a simple yes or no
- Begin with what, how, or why
- Do not lead subordinate in a specific direction
- Increase dialogue by drawing out subordinate's feelings and opinions
- Can be used to encourage subordinate to elaborate on objectives, needs, problems, wants.
- Help subordinate to discover things for himself
- Can be used to stimulate subordinate to think about your ideas

Examples of open questions:

How do you think this should be handled?

Why do you think this has been happening and for what reasons?

What do you think about your job performance thus far?

How can this technique be used?

The following guidelines are provided (Hunsaker & Alessandra, 1980, pp.112-119).

- Use good timing - don't ask in depth feeling questions when the person is extremely busy or has limited time.
- Have a questioning plan - where do you want to go with your questions and what information are you looking for.
- Know your audience - adjust your questioning to the individual. This knowledge of his interests, beliefs, leadership style will aid you in framing and delivering questions.
- Ask permission to ask questions - a simple show of respect for the other person. Builds trust.
- Move from broad questions to narrow questions - This allows the person to freely express their ideas on goals, problems or concerns. Your job is to guide the conversation and perhaps get answers to the hard questions without ever having to ask them.
- Build on previous responses - most important is the requirement to be listening actively. Use the information which is provided for subsequent questions.
- Have one main thought - something that should be taught to newscasters. How many times have you watched a presidential interview and the question is a two or three part question. How much of the question ever gets answered? Questions that have more than one basic idea cause a breakdown of understanding.
- Avoid ambiguous questions - don't expect specific input to vague questions and don't be surprised at a sloppy work when given poor direction.
- Use common language - utilize K.I.S.S formula - "Keep it simple, stupid". Remember not all Navy acronyms are known at all commands and each command has it's own set of acronyms.

- Balance the number of questions - asking too few questions may be viewed as shallow and asking too many questions may be viewed as an interrogation. Try to keep a balance of give and take

- Mix them up - use both open and closed style of questions.

- Don't use slanted or manipulative questions - they are offensive and insulting.

- Do not use threatening questions - tension levels are usually already high and don't need to be increased. This will also close down any chance of communication with other person.

- Provide rationale for sensitive questions - just take the time to explain why these types of questions need to be asked. This will eliminate suspicion and reduce anxiety.

- Use end versus means questions - do not assume employee is already aware of his own needs. Structure questions around the results he is trying to achieve.

- Maintain a consultative atmosphere - your role is to help the other person. Pressuring is counterproductive and nothing is gained by shouting. Give the person time to think about the question and allow him to answer without interruption.

2.6.5

In association with the art of questioning there are some counseling techniques that utilize previously covered topics. The following methods are found in NAVEDTRA 38042-A.

1. REPEATING

This method simply restates what the person just said. This can show that you have heard what the person said. This can also become annoying to the speaker if it is used too frequently.

2. ACTIVE LISTENING

Hopefully all students know what this is at this point in time - if not review section on listening. Specific methods used here are paraphrasing and restatement. Restatement consists of paraphrasing and also your interpretation of the situation.

3. OPEN-ENDED QUESTIONING

Again, this section is covered in the art of questioning.

4. SUMMARIZING

This method is simply restating the key problem areas and the discussion which followed. Utilization of this technique should ensure both you and the speaker share a similar view of the problem.

5. INITIATING ACTION

After using open-ended questions the speaker may have already provided some options to solve the problem. Also effective at this time would be offering ideas in the form of "Have you considered doing . . ."

2.6.6

According to Hamlin (1988, pp.11-20) there are three basic work personalities which shape how we work, what we want to achieve and how we are motivated. Whatever our work personality is it affects how we work, how we direct others and how we relate to others. The three personalities are **achievers**, **affiliators** and **influencers**.

Achievers

These people are internally motivated, have high, self-set standards and goals. Accomplishment is the most important aspect for these people. Achievers like to take charge and personally find solutions to problems. One weakness is that they may not always seek advice or help from experts who could provide necessary skills or information. Another weakness may be their inability to provide motivation to others - only because the task itself is more than enough motivation for them. Last, because they are so goal-oriented they may treat their people as implementors of the tasks assigned vice fallible, needy individuals. These people may appear to be insensitive and unfeeling but their view of human consideration isn't part of their work concept. Their identity and feeling of usefulness comes from accomplishing the task. They drive themselves hard and expect the same from others.

The most positive aspect of the achiever is that they know how to set attainable goals. They are willing to take calculated risks and

prefer to work on the outcome vice leaving it to chance. They need concrete feedback on how well they are doing.

An easy way to remember this type of person is by comparing him to see if "Climb Every Mountain" would be his theme song.

Affiliators

The theme song for this group of people would be "People Who Need People". These are the people who stress belonging, relating and how others treat them. Their preference is to work with others rather than working alone. They gain confirmation for their own beliefs from others. They need to be liked, dislike conflict, and will be the one to smooth things out. These people are good at cultivating and maintaining long-term relationships.

The main problem this type of person has is in the decision making role. Since they need to be liked and making decisions usually makes someone unhappy they may shy away from unpopular choices.

Influencers

The adapted theme song for this group of people is "They Did It My Way". These people live to exercise power and authority. They want the positions where they are the ultimate authority and can make a highly visible impact. They are not really worried about what other people think about them. They know who they are and what they want. They are extremely self-confident and have very clear goals. Their charisma evokes loyalty or they will sell others on loyalty to the task or institution.

Quiz:

John F. Kennedy would be described as a (**Achiever**)?

Gerald Ford would be described as a (**Affiliator**)?

Ronald Reagan would be described as a (**Influencer**)?

How can recognizing the type(s) of work personalities in others help you counsel?

First, it will provide you with a plan of attack or menu to deal with the person.

Second, by recognizing which personality you are dealing with should increase your chance for effective communication.

WHAT IS THE MOST DOMINANT WORK PERSONALITY FOUND IN THE NAVY?

Just as in the business world it appears to be the Achiever - the task-centered, technical person who focuses on getting the job done and not so much on the people who do it.

WHAT DO YOU NEED TO DO TO INCREASE YOUR EFFECTIVENESS?

Recognize, accept and learn to deal with all three types of personalities. This will require developing skills and mastering behaviors which may likely go against your basic instincts and personal style. Learn to adjust your own style to work with someone who is another style.

2.6.7

Some common sense ideas which deal with one-on-one encounters are listed below (Hamlin 1988, pp 131-32).

1. **Create a positive environment.** This can be done by keeping the exchange factual, easy and friendly.
2. **Listen.** Try not to cut the other person off until they get their entire point across - use active listening.
3. **Consider the Idea.** Unique concept to some people - don't shoot the idea down just because it wasn't yours.
4. **Ask.** Make sure you understand the entire idea before answering or cutting apart.
5. **Be Clear.** Listen to yourself and check those acronyms. Some topic very familiar to you may not be easily understood by others.
6. **Notice and Comment On What's Being Discussed.** Find the hidden concerns of the person you are talking with - this will help you to motivate or persuade.
7. **Know When To Get Out.** Very important item. Use common sense and learn to end the discussion and get out. Don't beat the topic into the ground.

What is creative criticism?

First break the term into separate pieces. According to Hamlin (1988, pp.132-134) criticism is usually given to fix something not

just to provide negative feedback. The creative portion of this term is used in the sense that we criticize the person for a job not well done and then reassure and encourage that person at the same time you are criticizing.

How can that be done?

- **Accentuate the Positive**

This simply means before you hammer the person for screwing up find something positive about the job he has done. Try to catch people doing something right more often than just doing something wrong. Think to praise before criticizing.

- **Be Specific**

Using vague terms when providing feedback will not help the person complete the task to your liking. Tell the person how to fix it and be specific about what you object to. Give specific descriptions of what you mean.

- **Stay with the Facts, Not the Person**

Only discuss the thing or process don't attack the person. No matter how angry you are learn to deal with it. The best way to do this is to admit to the person that the anger is there so say so. If the other person has the anger and you see it then you tell them you see they are angry which should give them a chance to vent that anger.

2.6.8

Techniques for Handling Hostility and Anger

We all know how hard it is to stay calm and rational when being baited, attacked or insulted in public and of course this never happens in the Navy, right? For discussion purposes how would you handle hostility and anger directed at you?

Here are some suggestions to help save face when being verbally assaulted (Hamlin, 1988, pp.207-211):

- **Take a Breath**

Purpose of this is to buy time so you can calm down and think rationally. Make this a slow internal breath not a big sigh.

- **Identify the Hostility**

The biggest mistake people make when hostilities are aroused is to pretend it isn't happening. This makes you appear to be too weak to handle the situation or too dumb to have noticed it. Solution: Deal with it publicly.

•Allow the Anger

People handle anger in two ways - they blow up or they become even more cool and deliberate, lethally rational and insufferably superior. No matter what way the person handles anger allow them to be angry in their own way. Your antidote is to describe their anger in a non-judgemental way. This will give the person a way out if you simply state "I see you're really committed to a point of view about this".

•Understand the Anger

Try to figure out why people are angry by using information gained on basic work personalities you should be able to communicate effectively with this person.

•Get Out of the Personal Realm

Goal is to get to a factual level - try this "This sounds like one of those 'kill the messenger' moments. I understand that you anger about the subject has included me. Let me rather be a method for clearing up a disagreement (p. 209)".

•Find Something is Common

Point out that everyone is concerned about the issue at hand and that you are willing to hear other viewpoints but will still hold your ground.

•Ask for Further Clarification

Too many times the anger will just come through but the real issue that is troubling the person is never clearly expressed. This time spent clarifying can help everyone cool off.

•Have Faith in the Facts

How many of you have been in trouble using global statements and abstract concepts as your arguments? Have you ever been told "Go out and come in again when you have the right answer?". By using practical explanations and demonstrable evidence with specific examples you will get shot down less often.

•Settle for Disagreement

As long as everyone has listened to each position with compassion and understanding for the other person's point of view there will be times when people end up on opposing sides. We can't really ask for more than to be fairly heard but then it's up to the boss to make the decision.

2.7 LEADERSHIP STYLES

A. Motivating Statement

The LMET section on leadership provides a good background and covers various leadership styles. Our environment many times drives the leadership style we use - especially when dealing with crisis situations. However, the ability to use more than the "screamer" style of leadership will enhance one's effectiveness in dealing with subordinates - both military and civilian.

B. Enabling Objectives

2.7.1 Identify the six leadership styles and describe the characteristics of each.

2.7.2 Select appropriate leadership styles for given situations and explain how one's style may change from dealing with all military personnel to civilian personnel.

2.7.3 Explain the expanded Situational Leadership Model by Hersey and Blanchard and when given a specific situation apply the model to support any action taken.

2.7.4 Recognize the four Dimensions of Behavior and apply to case studies. Evaluate the behavior of the subject and indicate the response level that would reach the subject and produce effective communication.

2.7.1. Insert LMET portion 4.3-11 -4.3-17

LEADERSHIP STYLES

The six leadership styles are Coercer, Authoritarian, Affiliator, Democrat, Pace Setter and Coach.

A manager must perform six kinds of tasks which in some way involve or impact on subordinates. A manager:

1. Listens to subordinates in order to diagnose and solve problems
2. Sets goals and develops short- and long-range action plans
3. Gives directions about who is to do which tasks to what standards
4. Provides feedback on task performance
5. Rewards and disciplines task performance and personal characteristics
6. Develops subordinates

The way these six tasks are handled at any one time varies with the nature of the jobs to be performed. One would probably use a different leadership style for routine tasks from that used for innovative tasks or for situations which require crisis management. Similarly, tasks of short duration often warrant a different style from those which extend over long periods of time.

Description of the Six Styles

Each style is described in terms of the way in which a manager deals with the specific management tasks mentioned above.

Coercer: Coercer managers expect compliance with their plans and instructions.
Coercer managers:

- (1) Do not emphasize listening to subordinates' ideas or suggestions; may be seen as unresponsive to subordinates
- (2) Develop only short-range goals and plans
- (3) Provide clear directions and expect their plans and instructions to be carried out by subordinates
- (4) Tend to give subordinates specific feedback which is negative and personalized
- (5) Motivate primarily by threats -- rarely praise or reward
- (6) Do not develop subordinates; expect them to know their jobs or simply do what they are told

Authoritarian: Authoritarian managers lead and make decisions. Authoritarian managers:

- (1) Solicit input from subordinates on problems and decisions, but leave no doubt about who makes the final decision

- (2) Set goals and develop both short and long-range plans
- (3) Direct clearly, are nice about it, but leave no doubt about what is expected
- (4) Inform subordinates of inadequate performance if a problem occurs and communicate the rationale for needing improved performance
- (5) Reward and discipline firmly and fairly
- (6) Do not directly help to develop subordinates' skills (they may learn by modeling his or her behavior)

Affiliator: Affiliator managers put people first. Affiliator managers:

- (1) Listen a lot and are more interested in personal than task information
- (2) Do not set goals and/or standards, nor make explicit plans
- (3) Do not direct task performance clearly or exert influence on subordinates
- (4) Do not give task-oriented feedback
- (5) Reward personal characteristics, not task performance - never discipline
- (6) Do not work toward subordinates' skills

Democrat: Democrat managers encourage participation. Democrat managers:

- (1) Encourage people to participate in meetings while the manager listens
- (2) Think that decisions should be made by consensus and that subordinates should make decisions and control work-related activity
- (3) Do not direct clearly, try to match people and jobs and get consensus on direction
- (4) Give some task feedback
- (5) Consider rewarding adequate or desirable performance as a "motivator" and think of negative feedback (i.e., discipline in any form) as useful only in very limited situations
- (6) Work toward developing subordinates' skill, but only somewhat

Pace Setter: Pace Setter managers do it themselves and expect others to be self-directed. Pace Setter managers:

- (1) Expect people to know their jobs and do them well (probably do not listen)

- (2) Communicate goals and/or standards and plan by example
- (3) Do not direct; rather, set the pace, take personal responsibility for success and failure and, because they find it difficult to delegate, work increasingly to try to accomplish everything alone
- (4) Give some task feedback
- (5) Reward good performance but do not provide warmth or support -- often get very coercive when things go wrong
- (6) Develop subordinates only to the extent they model him or her

Coach: Coach managers guide subordinates toward high standards and improved performance. Coach managers:

- (1) Listen
- (2) Are concerned about high performance standards but feel that subordinates should focus on self-improvement and individualized goals, not on some absolute standard or goals
- (3) Are less directive than other managers; see the manager's job as one of aiding or guiding subordinates in their own performance toward these standards (i.e., not telling them or imposing the manager's view of the standards); they ask subordinates to develop plans, solutions to problems, and alternate ways of accomplishing tasks and do not express their personal preference
- (4) Provide frequent, specific, task-oriented feedback, assistance and resources to help subordinates improve performance
- (5) Reward task performance and improvement of performance; do not overlook failures, but respond by helping subordinates to improve
- (6) Develop subordinates effectively

Situations Where Styles Are Effective or Ineffective

Coercive managers are effective in situations when:

- There are crisis
- Emergencies occur, requiring a a quick response
- The manager has information or perspective not possessed by subordinates and which the organization does not require subordinates to have
- Specific procedures must be followed exactly (i.e., minor deviations from procedure will result in serious problems)

Coercer managers are less effective in situations in which:

- Subordinates are expected to solve problems, take initiative or innovate
- Special procedures are required due to a complex organizational structure

Authoritarian managers are effective in situations in which:

- Special procedures are needed due to complex organizational structure
- They can utilize any number of influence skills which they possess
- Soliciting input from subordinates and communicating results of a decision and its rationale are important
- Many decisions must be made for which subordinates may not possess all the information necessary or the comprehensive perspective needed to make the appropriate decision

Authoritarian managers are less effective in situations in which:

- The manager does not have a more comprehensive perspective on the problem or issue than do subordinates
- The status distinction between the manager and subordinates is minimal
- The manager is not required to make many decisions to facilitate organizational performance

Affiliator managers are effective in situations in which:

- Tasks to be performed are routine (i.e., everyone knows what is to be done and how to do it) and performance is at an adequate or high level
- It is important that the manager and subordinates be friends and have a close relationship

Affiliator managers are less effective in situations in which:

- Tasks are unique and complex
- Subordinates must be motivated to take initiative and/or innovate
- Performance of the group or individual subordinates is not up to standards
- Managers are required to make decisions and only they have the full amount of information or perspective needed to make those decisions

Democrat managers are effective in situations in which:

- All subordinates are excellent performers
- All subordinates are well-suited to their jobs
- Subordinates have as much information relevant to decisions and activities as does the manager
- Activities must be conducted by subordinates with a great deal of autonomy, but must be coordinated among the subordinates

Democrat managers are less effective in situations in which:

- The manager has access to information or a perspective which the subordinates should not have
- Crises or emergencies occur which require quick response or decisions
- Each subordinate does not have an in-depth understanding of the work in which each of the other subordinates is engaged
- Subordinates must complete separate parts of a task which, when combined, achieve the work center's goal

Pace Setter managers are effective in situations in which:

- Status distinctions between manager and subordinates are minimal
- Performance goals and standards are clear to everyone
- Subordinates must conduct their work independent of the manager, with little coordination or integration among themselves

Pace Setter managers are less effective in situations in which:

- Subordinates must perform the majority of the tasks
- Coordination or integration is essential to task accomplishment or organizational efficiency
- There are performance problems with one or more subordinates
- Subordinates must be developed quickly with special attention from the manager

Coach managers are effective in situations in which:

- Subordinates have their own access to performance-related feedback
- Performance measure and objectives are clear and understood by everyone
- Timely performance feedback is available to subordinates

- The organizational goals can be met even if one or more of the subordinates do not meet their individual performance goals

Coach managers are less effective in situations in which:

- Managers have information which is not available to subordinates
- Subordinates do not have the comprehensive perspective needed to make performance-improvement decisions
- The organization's performance is dependent on the attainment of certain performance goals by every one of the subordinates
- Decisions regarding the group's activities or performance have to be made in a rapid manner

Points to Consider in Interpreting and Applying Different Leadership Styles

1. There is no leadership style that is effective all the time. There is no leadership style that is ineffective all the time.
2. Everyone has a dominant leadership style which he or she uses most frequently. Some people have several backup styles which they use in situations requiring a style other than their dominant leadership style; they vary the backup style they use according to the demands of the particular situation. Managers are often surprised to find that they have seemingly opposing dominant and backup leadership styles; for example, the common combination of Authoritarian and Democrat. Upon reflection, they usually recognize that they use one style with one type of subordinate or situation (e.g., are Democratic managers in dealing with individuals who know their jobs) and a different style with other people or situations (e.g., are Authoritarian managers with lower-level subordinates when things start to go wrong).
3. Unless people specifically examine or think about their boss's leadership style, they tend to assume that the style is similar to their own. Therefore, people act toward their boss in the way they want subordinates to act toward themselves.
4. The Leadership Style Questionnaire and profile serve as aids in an individual's examination of his or her own leadership style. It is important that the individual not fall into the trap of placing either a positive or negative value on any of the labels used to describe leadership styles. The individual should not assume that a particular leadership style is effective in his or her current managerial job until all the aspects of the job, specific events and other personal characteristics have been examined.
5. There is a need to change leadership styles over time. "Life-cycle" theories of leadership suggest that different leadership styles are appropriate at different stages in a department's progress toward the ability to work together effectively. Theoretically, as department or individual members mature, people move from a relatively unknowledgeable, passive-dependent position requiring firm leadership direction (the Coercer or Authoritarian style) to a point where they know their jobs and are independently motivated, where they are best managed through participation and delegation (the Coach or Democrat style).
6. Leadership styles are behaviors, not motivations. The manager's motives (Achievement, Affiliation, Power) are only one factor in determining what style he or she will employ in a given situation. Of key importance is the effect these behaviors have in establishing and maintaining the organizational climate. Organizational climate, in turn, directly impacts subordinates' motives. The arousal of appropriate motives has a direct bearing on the productivity and satisfaction of each subordinate.

2.7.2

What are some different characteristics which need to be taken into account when dealing with civilians?

- Set working hours - they are not on a 24 hour/day workday.
Options: Offer flex hours
- Overtime/holidays - they are paid time and a half or more for these periods.
- Close to impossible to fire. Option: Transfer them
- They will be there long after you have gone and long before you arrive so change may be hard to implement. Good point is that they are a large source of information.
- May be lacking awards/recognition
- May feel like outsiders

2.7.3 Insert LMET portion 4.3-18 -4.3-23.

SITUATIONAL LEADERSHIP

Leadership and management studies in recent years have indicated that there is no right or wrong leadership style; rather, appropriate style or behavior depends on the situation. Leader and manager behavior can be separated into two major categories: task-oriented behaviors and relationship-oriented behaviors. The behaviors related to these categories are identified below.

Task Behaviors

Directs which activities each person is to perform

Directs when, where and how tasks are to be accomplished

Directs subordinates to follow standard rules and regulations

Implements formal channel of communication

Relationship Behaviors

Finds time to listen to subordinates

Is willing to make changes

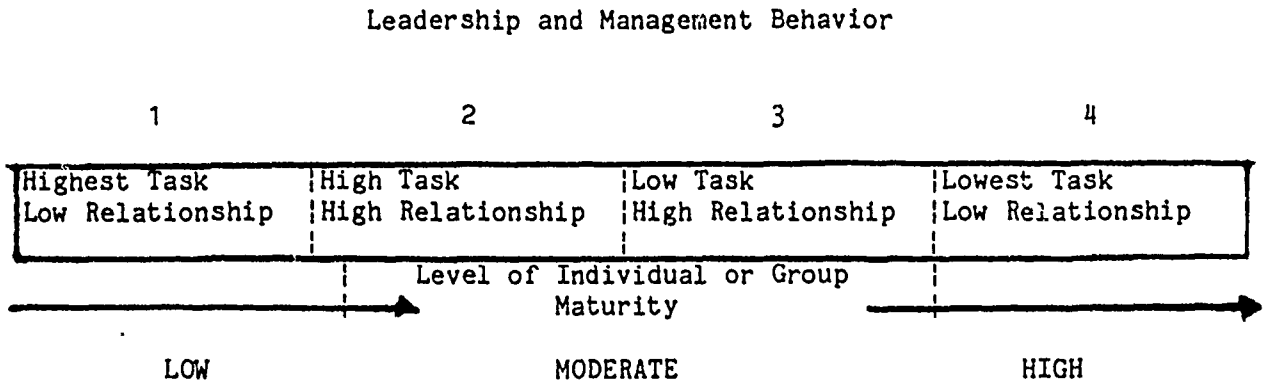
Is friendly and approachable

Demonstrates a high degree of trust and respect

Studies initiated by the Bureau of Business Research at the Ohio State University have indicated that the degree of emphasis that a manager must place on either relationship-oriented or task-oriented behavior in a particular situation is most dependent on the maturity of the manager and/or group involved.

The interrelationship of task behaviors, relationship behaviors and maturity is shown in the following diagram. The diagram illustrates on a continuum the four basic leadership and management behavior dimensions in relation to group or individual maturity.

Effective Application of Leadership and Management Behavior
According to the Level of Individual or Group Maturity
(Task Related)



A person's leadership and management behavior moves gradually on a continuum from Highest Task/Low Relationship behaviors to Lowest Task/Low Relationship behaviors as the individual or group matures. It should be noted that the highest level of task behavior is required when an individual or group is at a low level of maturity and this task behavior decreases steadily as the individual(s) mature. On the other hand, a low degree of relationship behavior is required when the individual or group is at either the low or high end of the maturity scale, while the moderately mature individual(s) necessitates high relationship behaviors.

READ THE SITUATION AND MARK YOUR CHOICE OF ACTION		A	B	C	D
SITUATION 1. Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	ALTERNATIVE ACTIONS A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Make yourself available for discussion but don't push your involvement. C. Talk with subordinates and then set goals. D. Intentionally do not intervene				
SITUATION 2. The observable performance of your division is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.	ALTERNATIVE ACTIONS A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance. B. Take no definite action. C. Do what you can to make the group member feel important and involved D. Emphasize the importance of deadlines and tasks.				
SITUATION 3. Members of your division are unable to solve a problem themselves. You have normally left them alone. Division performance and interpersonal relations have been good.	ALTERNATIVE ACTIONS A. Work with the division and together engage in problem solving. B. Let the division work it out. C. Act quickly and firmly to correct and redirect. D. Encourage members to work on problem and be supportive of their efforts.				
SITUATION 4. You are considering a change. Your subordinates have a fine record of accomplishment. They respect the need for change.	ALTERNATIVE ACTIONS A. Allow the division involvement in developing the change, but don't be too directive. B. Announce changes and then implement with close supervision. C. Allow division to formulate own direction. D. Incorporate division recommendations but you direct the change.				
SITUATION 5. The performance of your division has been dropping during the last few months. Members have been unconcerned with meeting objectives. redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.	ALTERNATIVE ACTIONS A. Allow division to formulate it's own direction. B. Incorporate division recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow division involvement in determining roles and responsibilities but don't be too directive				
SITUATION 6. You stepped into an efficiently run division. The previous DO tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.	ALTERNATIVE ACTIONS A. Do what you can to make division members feel important and involved B. Emphasize the importance of deadlines. C. Intentionally do not intervene. D. Get division members involved in decision making, but see that objectives are met.				

	A	B	C	D
<p>SITUATION</p> <p>7. You are considering changing to a structure that will be new to your workcenter. Members of the workcenter have made suggestions about needed changes. The workcenter has been productive and demonstrated adaptability in its operation.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Define the change and supervise carefully.</p> <p>B. Participate with the workcenter in developing the change but allow members to organize the implementation.</p> <p>C. Be willing to make changes as recommended, but maintain control of implementation.</p> <p>D. Avoid confrontation; leave things alone.</p>			
<p>SITUATION</p> <p>8. Division performance and interpersonal relations are good. You feel unsure about your lack of direction of the division.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Leave the division alone.</p> <p>B. Discuss the situation with the division members and then you initiate necessary changes.</p> <p>C. Take steps to direct subordinates toward working in a well defined manner.</p> <p>D. Be supportive in discussing the situation with the division but not too directive.</p>			
<p>SITUATION</p> <p>9. Your department head has appointed you to head a task force that is far overdue in making requested recommendations for change. CPO's are not clear on dept. goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Let the group work out its problem.</p> <p>B. Incorporate group recommendations, but see that objectives are met.</p> <p>C. Redefine goals and supervise carefully.</p> <p>D. Incorporate division recommendations but see that new standards are met.</p>			
<p>SITUATION</p> <p>10. Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Allow division involvement in redefining standards, but don't take control.</p> <p>B. Redefine standards and supervise carefully.</p> <p>C. Avoid confrontation by not applying pressure, leave situation alone.</p> <p>D. Incorporate division recommendations but see that new standards are met.</p>			
<p>SITUATION</p> <p>11. You have been promoted to a new position. The previous DO was uninvolved in the division. The workcenter has adequately handled its tasks and direction. Division interrelations are good.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Take steps to direct subordinates toward working in a well defined manner.</p> <p>B. Involve subordinates in decision making and reinforce good contributions.</p> <p>C. Discuss past performance with division and then you examine the need for new practices.</p> <p>D. Continue to leave group alone.</p>			
<p>SITUATION</p> <p>12. Recent information indicates some internal difficulties among subordinates. The workcenter has a remarkable record of accomplishment. Members have effectively maintained long range goals. They have worked in harmony for the past year. All are well qualified for the task.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Try out your solution with subordinates and examine the need for new practices.</p> <p>B. Allow division members to work it out themselves.</p> <p>C. Act quickly and firmly to correct and redirect.</p> <p>D. Participate in problem discussion while providing support to subordinates.</p>			

Leader Effectiveness & Adaptability Description

DIRECTIONS FOR SCORING

Circle the letter that you have chosen for each situation on the same line to the right, under Column I (STYLE RANGE) and also Column II (STYLE ADAPTABILITY). After you have circled alternative actions, total the number of circles for each sub-column under Column I (STYLE RANGE) and Column II (STYLE ADAPTABILITY) and enter totals in the spaces provided below.

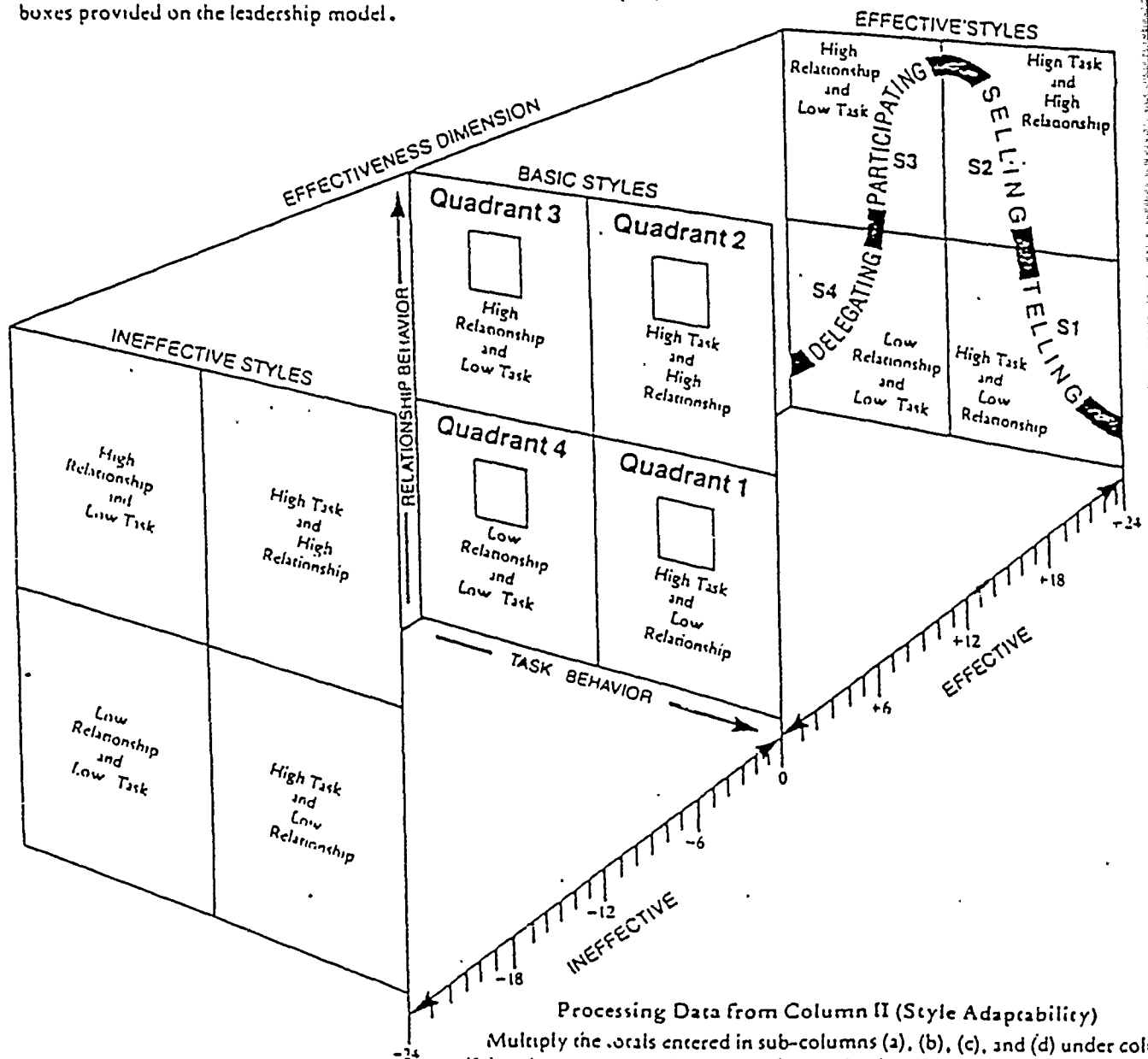
						COLUMN I (Style Range) Alternative Actions				COLUMN II (Style Adaptability) Alternative Actions			
						(1)	(2)	(3)	(4)	(a)	(b)	(c)	(d)
SITUATIONS	1		A	C	B	D	D	B	C	A			
	2		D	A	C	B	B	D	C	A			
	3		C	A	D	B	C	B	A	D			
	4		B	D	A	C	B	D	A	C			
	5		C	B	D	A	A	D	B	C			
	6		B	D	A	C	C	A	B	D			
	7		A	C	B	D	A	C	D	B			
	8		C	B	D	A	C	B	D	A			
	9		C	B	D	A	A	D	B	C			
	10		B	D	A	C	B	C	A	D			
	11		A	C	B	D	A	C	D	B			
	12		C	A	D	B	C	A	D	B			
Sub-columns		(1)	(2)	(3)	(4)	(a)	(b)	(c)	(d)				
										Multiply by:			
		(a)	(b)	(c)	(d)	-2	-1	+1	+2				

Processing Data from Column I (Style Range)

Sub-column totals from Column I (Style Range) can be located on the basic styles, (the middle portion) of the Tri-Dimensional Leader Effectiveness Model below. The column numbers correspond to the quadrant numbers of the leadership model as follows:

- Sub-column (1)—alternative action choices describe Quadrant 1.
(High Task/Low Relationship Behavior).
- Sub-column (2)—alternative action choices describe Quadrant 2.
(High Task/High Relationship Behavior).
- Sub-column (3)—alternative action choices describe Quadrant 3.
(High Relationship/Low Task Behavior).
- Sub-column (4)—alternative action choices describe Quadrant 4.
(Low Relationship/Low Task Behavior).

Enter the totals associated with each of the four basic leadership styles in the boxes provided on the leadership model.



Processing Data from Column II (Style Adaptability)

Multiply the totals entered in sub-columns (a), (b), (c), and (d) under column II by the positive and negative factors in the same sub-columns. Enter product in the space provided directly below. (Be sure to include pluses and minuses.) Then add all four figures and record the sum in the box designated **TOTAL**.

Then place an arrow (↖) at the corresponding number along the ineffectiveness dimension of the leadership model.

2.7.4

According to professional consultant C. B. Schendel there are four main dimensions of behavior. These dimensions can be utilized to assess the behavioral style of the person with which one may be dealing. These are classified below:

D/DOMINANT:	Approach to obtaining results.
High D	Active, assertive, direct.
Low D	Calculated, organized, deliberate.
I/INFLUENCING:	Approach to interacting with others/control of emotions.
High I	Outgoing, gregarious, socially-aggressive, impulsive, emotional, reactive. Needs to be loved.
Low I	Congenial, controlled, sincere, reserved, logical.
S/STEADY:	Approach to social and/or work environment is controlled vs. flexible.
High S	Controlled, deliberate, predictable. Values security and disciplined behavior.
Low S	Flexible, dynamic, unstructured, "don't fence me in." Values freedom of expression.
C/COMPETENT:	Adherence to established standards or expectations.
High C	Prefers things done "right way" or according to the book or established/accepted standards or expectations.
Low C	Independence, bottom-line results, "right way is my way".

Under pressure the following limitations may appear in people with high:

D/DOMINANT

1. Oversteps prerogatives.
2. Inspires fear in others.
3. Sulks when not in limelight.
4. Dissatisfied with routine work.
5. Inattentive to little things.
6. Resists participation as team.
7. Reacts bluntly and sarcastically.

I/INFLUENCING

1. More concerned with popularity than tangible results.
2. Oversells.
3. Acts impulsively.
4. Inconsistent in conclusions.
5. Becomes inattentive to detail.
6. Unrealistic in appraising people.
7. Trusts people indiscriminately.
8. Avoids planning/scheduling.

S/STEADY

1. Maintains status quo.
2. Avoids deadlines.
3. Lacks imagination.
4. Holds a grudge.
5. Waits for orders before acting.
6. Takes a long time to adjust.
7. Needs help getting started on daily assignments.
8. Continues to do things the way they were always done.

C/COMPETENT

1. Leans on supervisors.
2. Hesitates to act without precedent.
3. Remains bound by procedures.
4. Gets bogged down in details.
5. Passes the buck.
6. Yields position to avoid controversy.
7. Becomes defensive.
8. Becomes suggestible/easily led.

CATHERINE B. SCHENDEL

2133 FAIRMOUNT AVENUE
ST. PAUL, MN 55105
(612) 699-1215

STRATEGIES FOR BLENDING AND CAPITALIZING

DOMINANT

- Provide: Brief, direct answers that are to the point.
- .. Ask: "What," not "how" questions.
- Outline: Possibilities for person to get results, solve problems, be in charge.
- Stress: Logic of ideas or approaches.
- Agree: With facts and idea, not person.
- Timelines: Get them into the open, but relate them to end results or goal.
- Remember: A High "D" may want authority, challenges, prestige, freedom, varied activities, difficult assignments, logical approach, opportunity for advancement.

INFLUENCING

- Provide: favorable, friendly environment.
opportunity for them to verbalize about their ideas, people and their intuition.
ideas for transferring talk to action.
testimonials of experts on ideas.
time for stimulating and fun activities.
details in writing.
- Remember: A High "I" may want: social recognition, popularity, people to talk to, freedom of speech, freedom from control and detail, favorable working conditions, recognition of abilities, ability to help others, chance to motivate people.

STEADY

- Provide: sincere, personal and agreeable environment.
sincere interest in them as a person.
personal assurances of support.
patience in drawing out their goals.
- Ask: "how" questions to get their opinions.
- Present: ideas or departures from status quo in a non-threatening manner, giving person an opportunity to adjust.
- Define: roles or goals and their place in the plan.
- Emphasize: how their actions will minimize their risk.
- Remember: A High "S" may want: status quo, security of situation, time to adjust, appreciation, identification with group, work pattern, limited territory, areas of specialization.

CATHERINE B. SCHENDEL

2133 FAIRMOUNT AVENUE
ST. PAUL, MN 55105
(612) 699-1215

FOUR DIMENSIONS OF BEHAVIOR

D/DOMINANT: Approach to obtaining results.

High D -- Active, assertive, direct.

Low D -- Calculated, organized, deliberate.

I/INFLUENCING: Approach to interacting with others/control of emotions.

High I -- Outgoing, gregarious, socially-aggressive, impulsive, emotional, reactive. Needs to be loved.

Low I -- Congenial, controlled, sincere, reserved, logical.

S/STEADY: Approach to social and/or work environment -- controlled vs. flexible.

High S -- Controlled, deliberate, predictable. Values security and disciplined behavior.

Low S -- Flexible, dynamic, unstructured, "don't fence me in." Values freedom or expression.

C/COMPETENT: Adherence to established standards or expectations.

High C -- Prefers things done "right way," according to the book or established/accepted standards or expectations.

Low C -- Independence, bottom-line results, "right way is my way."

COMPETENT

Provide: straight pros and cons in advance.
reassurances that no surprises will occur.
exact job description with precise explanation of how it fits
big picture.
step-by-step approach to a goal.
many explanations in a patient, persistent manner.

Prepare: case in advance.

Support: ideas with accurate data.

Agree: by being specific.

Disagree: with facts, not person.

Remember: A High "C" may want: security, no sudden changes, personal
attention, less responsibility, exact job descriptions, controlled work environment, status quo, reassurance, to be part
of the group.

D/DOMINANT

I/INFLUENCING

S/STEADY

C/CONTENT

NEEDS

Challenge, empathy, direct answers

Recognition, objectivity, control of time

Security, planned presentations, time to adjust to change

Self respect, "big" picture, defined responsibility

WANTS

Varied activities, credit for accomplishments, to be first, power

Harmony, popularity, to convince, favorable environment

Approval, reassurance, appreciation, sincerity

Accuracy, standard operating procedures, sheltered environment

FEARS

Losing, close scrutiny

Loss of approval, audit of time, fixed environment

Loss of security, sudden change, unethical procedures

Criticism, mistakes, incompetent supervisors

WORK
STYLE

Critical, direct, forceful, delegates, questions status quo, "get it done"

Persuasive, mobile, enthusiastic, friendly, "open door" policy, inspiring

Controlled, cautious, patient, traditional, "do it right," teamwork, specialist

Accurate, introverted, perfectionist, critical

ORIENTATION

Results; shapes existing environment by overcoming opposition

People; shapes existing environment by working through people

Projects; cooperates to get job done

Tasks; works with existing circumstances to promote quality/service

TO MOTIVATE
GIVE

Power, authority, challenging assignments, credit for achievement, direct answers

Freedom to speak, democratic supervision, applause, opportunity to help

Traditional procedures, sincerity, limited territory, detailed explanations

Personal attention, tactful criticism, standards, security, assurances

PHYSICAL
STYLE

Active, restless, overpowering

Active, outgoing, mixer, persuasive, enthusiastic

Composed, controlled, slow starter

Fussy, worrier, moody, sensitive

LOYALTY

Only if motivated; otherwise, may be directly disloyal

Only if motivated; otherwise, may be tactfully disloyal

Loyal to established policy/procedure; rarely disloyal

Loyal to people they respect/admire; stern critic

CATHERINE B. SCHENDEL

2133 FAIRMOUNT AVENUE
ST. PAUL, MN 55105
(612) 699-1215

PERSONAL PROFILE CHARACTERISTICS

HIGH "D"

DIRECT
RESULTS ORIENTED
EGOCENTRIC
RISK TAKER
DOMINEERING
DEMANDING
FORCEFUL

ADVENTURESOME
DECISIVE
INQUISITIVE
SELF ASSURED
RESPONSIBLE
COMPETITIVE
AGGRESSIVE

HIGH "I"

ENTHUSIASTIC
GREGARIOUS
SYMPATHETIC
GENEROUS
INFLUENTIAL
PERSUASIVE
FRIENDLY

CONFIDENT
TRUSTING
POISED
CHARMING
SOCIABLE
IMPULSIVE
SELF PROMOTING

LOW "D"

CONSERVATIVE
MODEST
CAUTIOUS
PEACEFUL
FACT SEEKER
MEEK

UNPRETENTIOUS
MILD
QUIET
UNASSUMING
SELF CRITICAL
CALCULATED RISK
TAKER

LOW "I"

CONGENIAL
FACTUAL
LOGICAL
RESERVED
REFLECTIVE
SUSPICIOUS-

RETIRED
PESSIMISTIC-
ALOOF
WITHDRAWN-
SELF CONSCIOUS--
CONTROLLED

HIGH "S"

SELF CONTROLLED
EASY GOING
PASSIVE
SERENE
RELAXED
NON DEMONSTRATIVE
PREDICTABLE

POSSESSIVE
PATIENT
DELIBERATE
AMABLE
STABLE
LOYAL
TEAM PERSON

HIGH "C"

CONSCIENTIOUS
EVASIVE
WORRISOME
SYSTEMATIC
DIPLOMATIC
ACCURATE
CONVENTIONAL

WITHDRAWN
MATURE
PERFECTIONIST
CRITICAL
FACTUAL
SENSITIVE
HIGH VALUES AND
STANDARDS

LOW "S"

FAULT FINDER
IMPULSIVE
MOBILE
ALERT
ACTIVE
RESTLESS

DISCONTINUED
CHANGE ORIENTED
DEMONSTRATIVE
FIDGETY
CRITICAL
FRUSTRATED BY
STATUS QUO

LOW "C"

"OWN PERSON"
INDEPENDENT
PERSISTENT
STUBBORN
TACTLESS
OPINIONATED

SARCASTIC
REBELLIOUS
DEFIANT
SELF RIGHTEOUS
OBSTINATE
RIGID

CASE STUDY #1

LT. Berna has a high drive to achieve results that is coupled with a need to arrive at the best possible solution and product in her efforts. She can foresee future implications and shortcut alternatives to more laborious, less efficient procedures. This trait makes her naturally competitive, though this may not always be obvious to others because of her tendency to be private and discrete in her actions. She becomes bored easily without new challenges, has a high need for autonomy, and is somewhat distant in interpersonal communications. She is very demanding of herself, expecting much higher standards of performance for herself than others do.

WHAT CLASSIFICATION DOES SHE FALL UNDER? (DC)

Using the handout discuss her needs, motivating factors and fears.

CASE STUDY #2

LT Carol is a steadfast worker who is well organized and does her job in a thorough, detailed manner as prescribed by her superiors. However, because of her serious, though sincere, mannerisms, she often lacks the personal dynamics and sense of relaxation that puts others at ease. She tends to get flustered if a superior or co-worker raises concerns that she cannot answer, letting such problems - even if minimal - detract from the interactions. While she is service-oriented, she often depends upon specific direction from others. Furthermore, she tends to be overly responsive to others' needs.

WHAT CLASSIFICATION DOES SHE FALL UNDER? (SC)

Using the handout discuss her wants, style and orientation.

CASE STUDY #3

LT Duke is a very outgoing person who is motivated by his desire to get results by working through other people. Dick is a take-charge person who is constantly seeking tasks and situations which allow him to demonstrate his ability to accomplish tasks. While he can be most charming and likeable when things are going his way, he has been known to be highly critical and demanding when under pressure or when he meets with resistance to his goals. He is also basically impatient because of his personal drive for newer, bigger and better accomplishment rather than being satisfied with what he and others have already achieved. When this conflict does occur, he

becomes quite suspicious of others and tends to take control of everyone, and everything, possible. He also tends to become strong headed at this time, pushing his position and becoming stoically driven to get the results he wants.

HIS CLASSIFICATION WOULD BE ? (DI)
What does he want, fear is loyal to?

MANAGEMENT UNIT

3.1 MANAGEMENT TECHNIQUES

Enabling Objectives

3.1.1 Explain the differences between technical and interactive management.

3.1.2 Recognize "games" and when they are being played and responses that can stop "game playing" when given specific case studies.

3.1.1

Motivating Statement:

How many of you have been asking why are there two separate categories for leadership and management - aren't they really the same? In the book On Becoming a Leader is found a list of crucial differences which are listed below:

- " • The manager administers; the leader innovates.
- The manager is a copy; the leader is an original.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his eye always on the bottom line; the leader has his eye on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager is the classic good soldier; the leader is his own person.
- The manager does things right; the leader does the right thing.

(Bennis, 1990, p. 45)

Many officers in the Navy hold advanced degrees in business administration, engineering and other technical fields. Unfortunately, expertise in these technical areas does not magically

include expertise in managing relationships. As Hunsaker & Alessandra stated,

"Getting the work out is only one side of the productivity coin. For long-term effectiveness, you must accomplish this work by being sensitive to the needs of those who work for and with you. In fact, management by definition is getting the work done through the efforts of other people. You may be able to get short-term results by exploiting and dominating people, but your effectiveness--and maybe your career--will no doubt be jeopardized in the long term. The resulting hostility and resentment that will have built up will eventually be released, either openly or secretly, to cause your failure as a manager (Hunsaker & Alessandra, 1980, p. 3)".

The goal of this course is to increase your awareness so that you will "sincerely do everything you can to develop strong, friendly, honest, and trusting relationships with all of the people you work with, including your bosses, subordinates, and fellow managers (Hunsaker & Alessandra, 1980, p. 4)".

3.1.1

Technical management could be described as task oriented management vice employee oriented. The goal is to get the job done, regardless of human costs. All communication signs will point towards urgency, impatience, and dominance.

The interactive manager tries to fill the role of counselor, consultant, and problem solver. Communications reflect trust, confidence, patience, empathy, and helpfulness.

The following chart shows the differences between technical and interactive management and can be found in your text (Hunsaker & Alessandra, 1980, p. 5).

TECHNICAL	INTERACTIVE
Company oriented	Employee oriented
Tells	Explains and listens
Forces compliance	Develops commitment
Task oriented	People oriented
Inflexible	Adaptable
Thwarts needs	Satisfies needs
Creates fear and tension	Establishes trust and understanding

3.1.2

What exactly are games? A game is "a series of repetitious, superficially plausible, complementary transactions with an expected ulterior outcome or payoff (Hunsaker & Alessandra, 1980, p. 84). Games are usually played so that the player can gain strokes for himself at another person's expense. The reasons for playing games vary:

- to avoid legitimate trust relationships
- to receive strokes
- to relieve tension
- to gain autonomy

Types of Games

Blaming - one person plays the role of victim and the other plays the role of persecutor. This game is more frequent when a person is punished harshly as a standard for lack of performance.

One-upmanship - roles in this game are persecutor-victim. Idea is to catch people in their mistakes vice catching them doing something right. This is commonly found in offices where extreme competitiveness is encouraged.

If It Weren't for You - passing the buck and blaming others for your problems.

See What You Made Me Do - subordinate admits making the mistake but blames you.

Now I've Got You, You S.O.B. - trying to catch people making mistakes and then zapping them. Can be done both up and down the chain of command.

Blemish - person becomes an expert at finding tiny mistakes or flaws - i.e. if you left for lunch 5 minutes early after telling everyone you would be in your office until 1130.

Bear Trapper - where you get baited into a trap and get pinned against the wall by your own decision. Example - letting one YN leave early for an intramural game, then find all the YN's are on the

same team so they all must leave early or it will show favoritism toward that first YN.

Let's You and Him Fight - Where you get roped into fighting another department head about something subordinates should have resolved themselves. Only the subordinate wins here.

Yes, But - Player appears to look for a solution to the problem but only rejects ideas presented by bosses - may reject the idea by putting down the person (division officer).

Corner - subordinate maneuvers you into a corner with a no win situation. Example: Division officer complains you don't let them run their own division and when you allow them to run their division they screw up big and then the XO comes down on you.

Uproar - intentionally being critical of another and continuing with this behavior until driving both parties to a shouting match.

Courtroom - getting the authority figure to side with one of the parties. Example: Two of your division officers are not working together very well and one of them tries to get you to side with him.

Kick Me - provoking a put-down from others or even provoking you to fire them.

Poor Me - subordinates see themselves as helpless - unable to improve the situation. Example: The departmental complainer who never tries to change anything just cries "Wa-wa" all the time.

Harried Executive - as long as this person is busy they are happy with themselves. These people are not necessarily productive and they have lost the bubble on keeping a balance in their lives.

How can one stop games?

1. **Unexpected reaction** - don't react the way they want you to or don't react at all (this will drive them nuts).
2. **Get out of role** - from your TA section - continue to play the adult role.

3. Stop discounting - keep yourself from pointing out other people's shortcomings and faults. All games revolve around putting someone else down, so treat people the way you want to be treated.

4. Give and accept positive strokes - reward yourself and others and provide more effective strokes - more time for leisure or social gatherings. Make it your goal to catch people doing things right and then tell them about it.

3.2 Staff Organization and Power

3.2.1 Given a scenario diagram your position on staff. Diagram the structure of the department. Identify the power players in your organization.

3.2.2 Given certain social situations, recognize power plays in the environment.

3.2.3 When given specific cases use the Situational Leadership Model to describe the situational uses of power.

3.2.1

Think of the most powerful person on your staff (past staff). What qualities gave this person power?

Does power have a negative connotation for you?

In Power! How To Get It. How To Use It it states power, "is usually thought of as one of mankind's less attractive characteristics, along with violence and aggression, with which it is often confused (Korda, 1975, p. 7)". Isn't it true that leaders can use power to serve those around them? How?

DO YOU WANT POWER?

Definition of power:

- It is "the basic energy to initiate and sustain action translating intention into reality, the quality without which leaders cannot lead (Bennis, Nanus, 1985, p. 15)".

- "Ultimate power is the ability to produce the results you desire most and create value for others in the process. Power is the ability to change your life to shape your perceptions, to make things work for you and not against you. Real power is shared, not imposed. It's the ability to define human needs and to fulfill them - both your needs and the needs of the people you care about (Robbins, 1986, p. 5)".

Personal and Position Power

Hersey and Blanchard claim that there are two kinds of power - personal and position. They state:

Personal Power

"Personal power is defined as the extent to which leaders gain the confidence and trust of those people that they're attempting to influence. It's the cohesiveness, commitment and rapport between leaders and followers. It is also impacted by the extent to which followers see their own goals as being the same, similar to, or at least dependent upon the accomplishment of the leader's goals (Hersey & Blanchard, 1988, p. 206)". Personal power appears to come from the bottom up vice from the top - down.

What kind of power comes from the top - down?

Position Power

"Position power can be thought of as the authority to use the rewards and sanctions that are delegated down (Hersey & Blanchard, 1988, p. 206)".

NOTE: Position power is fleeting because it is delegated from above and can easily be removed or taken back.

Now, back to your personal example of the most powerful person on staff. Did this person exemplify one of the following types of personal power?

Types of Personal Power (Hersey & Blanchard, 1988, p. 210):

- **Referent power** - based on the person's personal traits. This person is generally liked, admired and can be identified with.

- **Information power** - based on perceived access to data. Who has the most power in an office? Usually the secretary - if civilian

who has worked there for the past 15 years. This person is the one with the corporate knowledge. Please note the difference between just having the information and the next type of power.

•**Expert power** - "the perception that the leader has relevant education, experience, and expertise (Hersey & Blanchard, 1988, p. 210)". One gains the respect and importance required if followers believe one holds the skills, expertise and knowledge needed for the job.

Did your example have one of these types of power? If not then perhaps one of the types of position power listed below will fit your example.

Types of Position Power (Hersey & Blanchard, 1988, p.208-209):

•**Coercive power** - "the perceived ability to provide sanctions (Hersey & Blanchard, 1988, p.208)." Mostly used when followers do not respond. Provides a reprimand - cut in pay, transfer, demotion, or dismissal.

•**Connection power** - a perceived connection with others in power. When one associates with influential persons or organizations.

•**Reward power** - "the perceived ability to provide things that people would like to have (Hersey & Blanchard, 1988, p.208)." These could include raises, bonuses, promotions, or transfers. Also may include a thank-you, a pat on the back or positive feedback on a task accomplished.

•**Legitimate power** - "the perception that it is appropriate for the leader to make decisions due to title or position in the organization (Hersey & Blanchard, 1988, p. 209)." Some people are influenced by position and/or title while others are only interested in one's area of expertise.

QUIZ

1. The aide to an admiral would probably have what kind of power?

CONNECTION AND LEGITIMATE

2. One of your division officers holds a collateral job which reports directly to the XO. What kind of power would this person have?

LEGITIMATE AND CONNECTION

3. The civilian working at the air station in the operations department would have what kind of power if you wished to schedule an arrival or departure for your boss?

INFORMATION

3.2.2

Hunsaker and Alessandra's Chapter "Spatial Arrangements Say Things" describes six areas in which we use space to communicate. These are covered in detail below (Hunsaker & Alessandra, 1980, p. 178-179):

1. **Territory**

We are all territorial and one of the ways in which this is shown is by the boundaries we set up to defend our personal space. Some of the boundaries are fixed - our office, our desk, and some are semifixed - our coffee cup, our notebook. The semifixed are used to claim space when we leave our exclusive property (office).

Goal:

- Recognize this need for claiming territory in others and do not violate their territory.

2. **Environment**

The environment in which you work often reflects position or rank in organization. Examples are:

- More is better than less - more space reflects a higher position/rank.

- Private is better than public - as status or position increase amount of privacy also increases.

- Higher is better than lower - the organizational leaders are normally located above (on a higher deck) than others. Also, a position of power is to stand while the other person sits. Many of the Rickover stories dealt with this use of power - that he had cut the legs of the interviewee's chair down so that the interviewee had to

strain to see over the Admiral's desk and the Admiral could look down on the candidate

- Near is better than far - the closer one's office is located to the boss the higher one's status. This is also reflected in assignment of parking spaces.

- In is better than out - status is higher if one works in the central building vice a wing.

3. Things

- Bigger is better than smaller - the bigger the desk the more important one is. The bigger the car the better (4 star admirals rate Cadillacs or Continentals, captains rate Chryslers).

- More is better than few - admirals rate more YN's than captains. The more phone lines in an office the more important one must be.

- Clean is better than dirty - flag spaces are cleaned by maintenance crews/civilian contractors and some department head spaces are cleaned by department heads.

- Neat is better than messy - the chief YN usually keeps the flag officer's desk neat, department heads are responsible for their own desks.

- Expensive is better than cheap - the furniture improves with rank.

- Personal is better than public - personal accounts are assigned to flag officers to cover increased social activities - not a shared account.

4. Proxemic zones

Has anyone worked on a joint staff? What did you notice was different while conversing with Europeans/South Americans?

If you answered they stood too close to you then you felt an invasion of your personal space. They are use to carrying on conversations within a two foot zone while we are use to a two to four foot zone. If one is a touchy kind of person this can create problems when dealing with Far East nations. Insisting upon eye contact and touching are considered very intimate and will make the other person uncomfortable.

5. Dyad arrangements

First, dyad simply means two people, and in this case interacting in conversation. Offered below are some optional arrangements:

- Corner-to-corner - used when both parties feel at ease with topic and each other. Allows unlimited eye contact and maximum use of nonverbal signals.

- Side-by-side - for the task oriented individuals who are working together to accomplish a task.

- Competitive seating - parties located across the table from each other. Allows close monitoring of nonverbal cues and provides barrier (table).

- Co-action seating - independent work done at the same location - participants catty-corner from each other.

6. Group arrangements

The following can be found useful for departmental meetings.

- Dominant leader seating - leader located at head of table(end)

- Dominant leader centered - leader located in center of table if in horseshoe arrangement. Effective if presentations offered to leader.

- Balancing dominant leader - group members bunch together at other end of table - leader still located at head.

Who sits where?

If the boss sits at the head of the table the second in command or the honored guest sits to his right. The remaining seats are filled in by rank or importance.

NOTE: For information purposes only - "As a general rule, boards that meet in an office a corner of which is used as a board meeting area have less power and autonomy than those that meet in a separate board room, and are to that extent less valuable to be on (Korda, 1975, p.236)".

3.2.3

Case Study #1

As the maintenance department head one of your responsibilities includes lawn care for the command. You have been working with civilian contractors regarding cutting and manicuring the grounds around the headquarters area. You have been exchanging memos/phoncons with the civilian agency regarding the specific times the crews choose to cut and edge the headquarters area. Your complaint is that every Wednesday a formal inspection by the

commanding officer is held in front of the headquarters and therefore that is not the appropriate time for them to be working the area. At the last department head meeting the CO mentioned he "couldn't hear the band over the lawnmowers". That evening at COB you are informed by the XO that Congressman Umpdesquat will be arriving at the headquarters tomorrow at 0900 and to ensure the area "looks good" for his arrival. When you arrive at your office at 0700 the next morning you are greeted by the XO who rips your face off because the headquarters area has not been cut or trimmed and looks awful. He does not give you the chance to explain that the crew was just arriving to cut the grass as you walked in and that you would have had to pay the civilians time and a half to cut the grass late last evening. As is it was very hard to convince the civilian division to adjust their schedule and trim the headquarters area first.

- What kind of power did the CO use? Leadership style?
- What kind of power did the XO use? Leadership style?
- What kind of power will be most effective on the civilian division? Why? What readiness level are they?

Case Study #2

Your department is in need of a new YN. There are only three petty officer first class YN's available. Your department is located at the headquarters and is a highly visible area. Of the first two candidates interviewed one was extremely overweight and the other looked like he slept in his uniform. The third candidate has not been highly recommended by his present division officer but his appearance is excellent. He knows where he stands with his past division officer and would like to change jobs. You hire him. As time progresses you give him more and more responsibility and his performance in all respects is outstanding. His self-confidence improves with his increased success and with his increased areas of responsibility. He starts expanding his own job description and begins taking on more tasks without anyone delegating them to him.

- This YN was at what readiness level when he first arrived?
- What kind of power did the department head use?

- What kind of power did the YN have at the end?

Case Study #3

You are the administrative officer department head. All VIP visits are coordinated by your department. A very junior congressional staffer is planning to visit your command next week. He is giving your division officer the following problems:

- expects the CO to reschedule to meet and brief him.
- expects the CO to escort him for the entire visit.

In short, he expects to be treated like his boss. Your DO has explained carefully the schedule that is appropriate for this staffer. The staffer is on the phone and wishes to speak to the XO now. The DO has him on hold to talk to you.

- the staffer is using what kind of power?
- your readiness level is at what level?
- the staffer's readiness level is at what level?
- the best type of power to use on this staffer would be?

Case Study #4

You are the department head of the largest department at your command. You are having trouble with one of your division officers. The XO has brought to your attention some deficiencies which were a direct result of your problem DO. You have not publicly shifted the blame to the DO - you have covered his inadequacies thus far. The XO has called you in to listen and offer some ideas in dealing with you problem DO. You counsel your DO again using a counseling technique offered by the XO. You find out the DO has been experiencing some serious marital problems. During the next month the DO's performance improves. At the next month's department head meeting the XO gives your department a BZ for performance.

- What kind of power did the XO use?
- What kind of power did you use with the XO? with the DO?

3.3 Stress Management/Flexibility

Enabling Objectives

3.3.1 Given case studies, recognize stressful situations and describe ways to decrease the tension utilizing the environment and counseling techniques.

3.3.2 Given a certain office situation describe how flexibility could be increased. Discuss a minimum of three areas.

3.3.3 Discuss the following Navy saying, "Flexibility, the key to indecision".

Motivating Statement:

"Everywhere you trip is where the treasure lies."

Norman Lear

In the book On Becoming A Leader, Warren Bennis talks about learning from adversity. He says, "But I don't think of it [adversity] that way. I think of it as learning from surprise (Bennis, 1989, p. 144)." He continues with this thought when he says,

"Learning to lead is, on one level, learning to manage change. As we've seen, a leader imposes (in most positive sense of the word) his philosophy on the organization, creating or re-creating its culture. The organization then acts on that philosophy, carries out the mission, and the culture takes on a life of its own, becoming more cause than effect. But unless the leader continues to evolve, to adapt and adjust to external change, the organization will sooner or later stall (Bennis, 1989, p. 145)."

He sums it up by stating,

"Leaders learn by leading, and they learn best by leading in the face of obstacles. As weather shapes mountains, so problems make leaders. Difficult bosses, lack of vision and virtue in the executive

suite, circumstances beyond their control, and their own mistakes have been the leaders' basic curriculum (Bennis, 1989, p. 146)."

In the real Navy world it seems we often work in crisis situations - some of which are real and some which we make ourselves. Listening in crisis situations is vital and can prevent many mistakes. Also at these times everyone switches to a task oriented Telling style of leadership. There just isn't enough time to always share ideas and have everyone participate in the decision making process. The point is we need to keep our perspective of what is really important and not be overcome by events. By keeping this perspective it will help everyone adjust their reactions so that if a strong emotional reaction is warranted everyone around will really listen and take immediate action.

Environment

As discussed in Hunsaker & Alessandra there are certain techniques which can be used to diminish stress in the environment. Some of them are (Hunsaker & Alessandra, 1980, p. 185):

- Do not violate the territory of others, respect their right to privacy and their need to control and protect their personal territory.
- When you notice an environmental incongruence - for example a person with higher status has a much smaller office than other people of the same status - check out why.
- A closed door communicates two things - the persons involved are "insiders" and those not involved are considered "outsiders". This is a form of nonverbal communication which denies some and allows others privileged information or access to you. Can create a lot of tension.
- Standing over other people who are seated will create tension and stress.

How can we decrease stress?

1. If arranging for meetings find attractive, comfortable and neutral locations. Encourage flexible seating to allow staff to establish their own semifixed territories.
2. Apply appropriate body language to make them at ease. Actively listen and provide feedback as needed.

3. If you are trying to create a more informal and relaxed atmosphere come out from behind your desk otherwise it will serve as a barrier.

4. The key is to be able to read the other person's style and have enough flexibility to adjust your behavioral style.

The following table shows the importance of involving all in give-and-take discussions, how important listening to others can be and the importance of providing feedback - especially when catching someone doing something right.

<u>"Relationship-Behavior</u>	<u>Behavioral Indicator</u>
Giving Support	Provides support and encouragement
Communicating	Involves people in give-and-take discussions about work activities.
Facilitating Interactions	Facilitates people's interactions with others.
Active Listening	Seeks out and listens to people's opinions and concerns.
Providing feedback	Provides feedback on people's accomplishments (Hersey & Blanchard, 1988, p. 187)."

3.4

Motivating Statement:

Bennis discusses that leaders should aim at synthesis.

"Frances Hesselbein demonstrates synthesis as she describes her approach to her work: 'First, you have to figure out how to organize your job, the management of time, what your responsibilities are. Second, you have to learn to lead, not contain. Third, you have to have a clear sense of who you are and a sense of mission, a clear understanding of it, and you must be sure that your principles are congruent with the organization's principles. Fourth, you have to demonstrate through your behavior all the things you believe a leader and a follower should do. Fifth, you need a great sense of freedom and scope so that you can free the people who work with you to live up to their potential. If you believe in the team approach, you must believe in people and their potential.

And you must demand a great deal of them, but be consistent.' (Bennis, 1989, pp. 138-39)."

Enabling Objectives

3.4.1 Recognize examples of time being used as a power play and apply techniques previously learned to employ or reverse the power play.

3.4.2 List the One Minute Manager Rules of paperwork.

3.4.3 Organize a meeting with division officers. Include where each person sits, who speaks when, in what order and how long meeting should last.

3.4.4 List four technological advances which can increase efficiency of time management and discuss how these could have been implemented in two of your prior jobs.

3.4.1

Some interesting facts found on middle level managers (McCall, Morrison & Hannan, 1978):

The percent of activities lasting less than 9 minutes in length is 50%.

The number of interruptions a day varies from 40 - 70.

The number of scheduled meetings a day -- 4.

The number of unscheduled meeting a day -- 4.

The number of tours/visits per day -- 1.

The percentage of time spent on paperwork - 20 - 30%.

The percentage of time spent on interruptions - 20%.

Hunsaker and Alessandra suggest that there are six basic ways in which time is spent/structured (Hunsaker & Alessandra, 1980, pp. 83-84):

1. Withdrawal

When you are talking to someone and they get that far away look in their eyes - they may be there physically but not mentally. This can be a powerful tool to take you away from situations you may not wish to participate in. It can also get you into trouble if you are unable to answer a question put to you because you had withdrawn from the conversation.

2. Rituals

The normal everyday conversations that occur that have known outcomes. Greetings are a fine example of this ritual. Power comes into play here if one normally greets others on a regular basis and then one day no longer greets them. They will wonder what they have done wrong when it may just be you are so preoccupied with other matters you have shut out all outside interference. This may be judged by those around you as rudeness or unfriendliness.

3. Activities

To accomplish tasks we engage in activities - work, study, planning, working out, going to lunch. The main power play here is who one chooses to be involved with for the activity.

4. Pastimes

The discussion of social events, leisure activities assist one in meeting new people, trying a new role and developing new relationships. Sometimes these topics will take over a meeting when you may wish to stay on target. They can also be used to eat up time and keep away from intimate or hot topics.

5. Games

When your message has a hidden purpose usually negative - used to pass the buck, catch others making mistakes, create difficulties for others. They are "a powerful force in preventing people and organizations from becoming Winners (Hunsaker & Alessandra, 1980, p. 84)".

6. Intimacy

The power exchange is equal here and communication occurs. Both parties accept each other and have an open, caring relationship.

3.4.2

One Minute Manager

Blanchard has come up with One Minute Manager Rules on almost everything and part of his one minute praising covers how to train or develop winners. To train winners he lists five factors:

- Tell them
- Show them
- Let them try
- Observe performance
- Respond with praise or redirect

If any of you have ever tried to teach or coach the factors listed above are basically the system used. If you are going to issue requirements on fitness to your division officers you will first have to explain what the requirements are. Then, you will have to show them you support it by your own actions. The hard part is allowing the people to try by themselves - many may make mistakes but they will learn from them. (Your way isn't always the only way.) Next, take the time to observe their adoption to the requirements. If they have made any progress at all or have been trying the entire period respond with praise. People don't always get things right the first time so offer some hints and send them on their way.

TRAF

Another process for dealing with paperwork is called **TRAF** which stands for traffic. The following guidelines were provided by Stephanie Winston, a New York based organization expert (Mount, The Christian Science Monitor, September 17, 1990, p. 14):

- You can **toss** it
- You can **refer** it to someone else
- You can **act** on it yourself
- You can **file** it

Ms. Winston warns - don't fall prey to the Scarlett O'Hara syndrome: "I'll think about it tomorrow". The key is to make a decision about that piece of paper - don't allow papers to build up or you will get discouraged.

3.4.3

There are some basic facts about all of us regarding how we respond at different times of the work-day and work-week which should be taken into consideration before scheduling meetings (Hamlin, 1988, p.81-89).

BIO-RHYTHMS

There are basically two general categories of people - the "chirpers" - who are morning people and the "night owls" - those who function best at the end of the day.

If a meeting is for a smaller group of people try to accommodate the major group of people - morning or night people. Know enough about yourself to make it the best time of your day too, but if it conflicts directly with the main attendee go with their best time of day - your adrenaline flow will make up for it (Hamlin, 1988, pp. 81-82).

HUNGER

Holding the meeting when everyone is hungry can create major problems:

- Low blood sugar leads to a drop in energy and inability to concentrate. People get cranky and want to hurry through all topics.
- Hunger makes people self-involved. People will not wish to give away anything or accept anything new (ideas).
- People get hungry at different times so just taking lunch into account may not be enough. Many people snack mid-morning or late in the day. Feeding people can perk them up and also give you an added advantage psychologically - you gave them something before you asked them for something.
- Meetings immediately after lunch usually start late because the others may have to handle hot items which came up while they were out for lunch. Allow a half hour grace period for them to return and get their offices in order before reporting to you for a meeting.
- Holding meetings at the end of the day may cause hunger problems and also for some - carpool problems (Hamlin, 1988, pp. 82-3).

LOCATION

The main question one should be asking is **where is the best place to get and keep undivided attention?** If the meeting is going to be in your office will you take calls? If the meeting is in your office try to schedule during the lull periods, if possible.

As discussed earlier the environment and power are tightly woven together. Some questions you should ask yourself before setting up the meeting are:

- Who's calling the meeting and for what reason?
- How do you want your people to feel?
- Do you want him/her/them to be aware of how much power you have?
- Do you want to downplay the power so your people feel more secure?
- Are you trying to neutralize your power in order to motivate and build team spirit?
- Do you perhaps wish to add a personal touch? To relax your employee, or co-worker?
- What effect does eating-and-meeting have? (Hamlin, 1988, p. 86)"

WHICH DAY

This is based on the subject matter you plan to bring up and the amount of follow-up required.

- Mondays - Bad - because it finds people still trying to get in gear and get caught up. Good - people come in with clear heads and the chance for continuity is highest.

- Fridays - No good period. People are just hanging on for the weekend - they just aren't thinking about new factors or desiring any new challenges at this time (Hamlin, 1988, pp. 84-5).

GOOD NEWS/BAD NEWS

News on a big subject should happen Monday, later in the morning with a follow-up meeting later in the week.

Good news-one shot meetings can happen any day.

Bad news or criticism should not happen Fridays. This allows the staff to stew over what was said and blow the subjects out of proportion. When giving criticism during the week plan the meeting just before lunch or before going home. This will allow the person a

break away from work and you. This will also allow them the chance to recover before the weekend too (Hamlin, 1988, p. 85).

There are basically three areas in which meetings are held - your office space, their office space and neutral territory. Each is discussed below (Hamlin, 1988, pp. 86-8):

YOUR OFFICE

Having the meeting in your space gives you ownership and power. This makes the other person(s) feel:

- challenged if they have a need for power also
- threatened if they don't feel power
- official, serious and sometimes scary

In some situations these factors can help you counsel individuals. When your boss invites you to their office don't you know whether you are in trouble by where you get to sit? In front of the desk directly across from the boss usually means bad news. On the couch usually means good news.

THEIR OFFICE

If you travel to their office it implies that you respect the other person. It also:

- puts them at ease - familiar surroundings
- flatters the other person if you are senior or a peer, which may make them more receptive.
- be a compliment since as the boss this would be an unusual and noteworthy action.
- motivates and team builds and can be a show of appreciation.
- allows you to observe other people's work habits and organization.

NEUTRAL AREA

Conference rooms imply that this is a space where work is done. It also:

- Focuses on topics and problem solving.
- Closes out all outside interference.
- Important: if meetings are long have coffee and breaks.

HOW LONG

Reserve enough time to cover your material. Stay flexible though in case other topics come up. Preplanning and advance looks at the agenda are suggested. Also, submission of point papers to all members is also suggested before meeting occurs (Hamlin, 1988, p. 91). Content planning is covered in detail in the next unit.

3.4.4

TECHNOLOGY

Name some technological advances that have made your life and job easier over the past 5 years.

- video cassettes/VCR's
- personal computers/word processors
- electronic mail
- distance learning - using microwaves, satellites and cable to transmit TV has replaced many traditional classrooms.
- interactive video - utilizes already established phone lines (digital). Allows interaction between student and instructor but also shares information in the computer.
- simulators - used a lot by aviators and LCAC trainers
- answering machines
- phone redial button

How have these made a difference in your job?

Can you think of any disadvantages in utilizing technology?

- cost
- discriminatory - only those who can afford them will benefit
- breakdowns

What are some advantages?

- cost - less money spent on classrooms and buildings.
- taped classes allow student flexibility.
- more people may choose to work at home which would cut down traffic.

3.5 Officer Fitness Reports/Civilian Evaluations

Enabling Objectives

3.5.1 Recognize specific traits that will make candidate stand out - in both a positive and negative way.

3.5.2 Define counseling log and recognize reasons for keeping a log.

3.5.3 Given a situation, utilize counseling techniques acquired to brief person on their fitness report or evaluation.

3.5.1

In the Perspective newsletter was an article about what makes a well written fitness report. The highlights of the article are listed below (Perspective, 1985, Nov-Dec, p. 3):

- The first part of the comments section should be the **overall evaluation** of the officer. This is followed by what the evaluation is based upon.

- Write **clear, concise reports** which will be a usable tool for record reviewers.

- Focus on the following areas:**

- Specific performance
- Comparison
- Desirability or progression towards command and increased responsibility
- Personal traits
- Recommendations (command/promotions)

- Remember that both **grades and narrative** are equally important and must reflect the same view.

- Use **bullets** to emphasize accomplishments.

- Underline** special traits or qualities - but don't overdo the underlining or it will lose it's affect.

- Last paragraph** should include your recommendation for increased responsibilities (command and promotion).

- Submit on time.**

Evaluation/Fitness Report Due Dates

January

E1-E3 Evals due 31 Jan

E-7 Exam

February

E-4/E-5/E-6 exam applications due this month

LTJG FITREPS due 28 Feb

March

CWO (W4, W3, W2) FITREPS due 31 Mar

E-5 Evals due 31 Mar

E-4/E-5/E-6 Navywide Advancement exams given

April

May

ENS FITREPS due 31 May

June

E-4 Evals due 30 Jun

July

All LDO/CWO applications due

August

CDR FITREPS due 31 Aug

LTJG FITREPS due 31 Aug

September

E-7/E-8 Evals due 30 Sep

CWO (W-2) due 30 Sep

E-4/E-5/E-6 Navywide Advancement Exam

October

LCDR FITREPS due 31 Oct

November

E-6 Evals due 30 Nov

December

LT FITREPS due 31 Dec

LOGS

Preparation of fitness reports should begin as soon as the officer/civilian arrives. One item which will assist in tracking the history of people at your command is a counseling log. This log is normally viewed in a negative light since documentation is what is needed to relieve or fire someone. However, this log can also be used to record positive conversations and awards. So, a counseling log could be defined as a tool used to track the performance of subordinates.

What do you think a log should contain? Any special format?

The most important item in a log is keeping an accurate account of the date(s) counseling occurred. Following this should be the specific items which were discussed. Many people will use the log to assist them in planning a counseling session and will have items listed in the log before the session occurs. The only problem with this is making sure to correct log in case some items were not covered or additional items were covered.

In negative counseling sessions the norm maximum number of sessions is three. In some cases on the third session a formal counseling letter is prepared listing the deficiencies to be discussed. Upon completion of the session both parties sign the letter and a copy is given to the party that was counseled. Included in the letter should be the dates of the previous counseling sessions. Without the log you will be out of luck in verifying these sessions ever occurred.

The following handout contains excerpts from an unknown source but reflect potential semi-serious bullets for Officer Fitness Reports.

Bullets for Officer Fitness Reports

- Can express a sentence in two paragraphs anytime.
- Leadership is outstanding except for a lack of ability to get along with subordinates.
- Honest, faithful, trustworthy, stupid.
- Approach to superiors is uninhibited and comradely. If not for my out basket, he would brief me from a perch on the edge of my desk.
- His greatest virtue is a desire to maintain high standards which combined with certain failings cause him to be over-bearing, rash, and at times impossible.
- I have never in my career seen an officer who can work so hard and get so little done.
- A genial, excitable officer who avoids responsibility.
- Can be depended on for a days work each day. No more, no less.

The following are negative or passive attributes:

inactive	passive	slow and sure	steady
studious	timid	cautious	weak
negative type	reserved	unassuming	taciturn
patient	unresponsive	pessimistic	tolerant
easily turned	pliable	lenient	hesitant
quiet	calm	lethargic	sober
conservative	orthodox	conventional	painstaking
unimaginative	tactful	courteous	indoctrinated
considerate	careful	learns slowly	serious
undependable	flippant	humorous	
lacks confidence		ability to admit own errors	
becomes rattled		inclined to putter	
becomes confused		slow to grasp essentials	
particular about details		falls back on details as a refuge	
mentally dull		not an orderly thinker	
jumps to conclusions		lacks mental coordination	
a "wheel horse"		a plodder	
one-track mentality		unobservant	
lacking in humor		may burn out or crack under pressure	
does not inspire confidence in subordinates		avoids or is unwilling to assume responsibility	

3.5.3

Situation: You will brief a division officer on his fitness report.

Background: You have already had two formal counseling sessions with this officer because of the poor performance of his division. He has blamed the poor performance on the quality of his staff - just aren't getting quality sailors anymore. Of your seven division officers this person has been ranked the lowest. You have discussed with the XO the possibility of moving this officer to another department if his performance continues to be substandard.

Brief this person using the communication techniques already covered. Role playing will have to be used - tape this session.

3.6 Enlisted Evaluations

Enabling Objectives

3.6.1 Recognize the division officer's areas of responsibility in handling evaluations. List five areas that should be stressed when pre-briefing.

3.6.2 Explain two techniques that could be used to rank individuals.

3.6.1

Before the division officer reviews the enlisted performance evaluations with each member the following guidance should be provided which he can share with the member (NAVMILPERSCOMINST 1616.1A of 10MAY83).

1. Is all of the information correct - are the person's primary and collateral duties accurately stated?
2. Are all special achievements included - special qualifications, service schools and educational achievements.
3. Are evaluation comments limited to one page?
4. Was a bullet format followed for specific statements?
5. Do comments and marks match?

The comments should cover the member's contribution toward fulfilling the missions of the Navy, command, department and division.

6. Are all awards included?
7. If a weakness was noted in the marks was a resolution of the weakness discussed in the evaluation phase?

Specific comments for the DO

1. Each evaluation is a reflection of your ability to write and will be reflected on your fitness report.
2. Individuals should not see or sign the worksheets.
3. Justification for marks given will be required - keep a log.
4. Evaluation traits should be segregated into 5 areas:
 - Professional Factors
 - Personal Traits
 - Self-Expression
 - Leadership
 - Management

Sea story

There once was a division officer who decided that writing less than 20 first class petty officer evaluations was too much work. He decided to use the same evaluation and just change the name each time. Amazing, but true. Someone will and did notice. What kind of impact do you think this had on his troops?

3.6.2

How did you rank the top 10%; the top 20% of the first class petty officers at your last command?

One method used to rank individuals is to have each department head present a case for their best candidate. Since the likelihood of each department head knowing each candidate is slim this would give each one a chance to plug their best candidate.

Another method would be to take into account the various sizes of each department and allow the larger departments the opportunity to present more than one candidate for the first screening.

The last method is a last resort to be used only in emergencies. First step - take all evaluations to the top of the stairwell. Step two - close your eyes and throw all evaluations into the air. Step three - the cream should rise to the top.

3.7 Empowerment/Feedback

Enabling Objectives

3.7.1 Define verbal feedback, recognize situations where lack of feedback could cause miscommunications.

3.7.2 Recognize situations where "no" is the best answer.

3.7.3 Define persuasive action and give an example of how one could utilize it. Describe two motivational tools that would also be beneficial.

3.7.4 Discuss how micro-managing affects empowerment.

Motivating Statement:

"The use of feedback in communication is very often taken for granted. In the management process, no other communication activity is so widely used yet so misunderstood. Feedback may be the most important aspect of interpersonal communications if conversation is to continue for any length of time and still have meaning for the parties involved (Hunsaker & Alessandra, 1980, p. 203)."

One of the simplest forms of feedback is discussed in Leadership Is An Art by Max DePree where he states, "The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant (Bennis, 1989, p. 192)." Saying thank you is a simple matter of manners that is often forgotten. It appears to be an uncommon trait among senior officers and is unheard of when dealing with congressional staffers. But, effective feedback is more than just a thank you. Hunsaker and Alessandra stress the four types of feedback used to increase communications (Hunsaker & Alessandra, 1980, pp.202-216).

VERBAL FEEDBACK

This is the most common form of feedback. It is used to clarify, to give positive or negative strokes and to determine how much structure will be required.

- **Clarification** - asking simple questions to determine whether everyone is rowing in the same direction; determine how fast one should cover the material; check interest and understanding of conversation; check level of receptivity; and allows you to tailor your presentation to fit needs of others.

- **Positive and negative strokes** - thanking people, telling them what a good job they are doing - this kind of feedback when given effectively and consistently motivates others to continue to perform. Negative feedback isn't necessarily bad - if the person is not performing as they should negative feedback is required, otherwise they may assume everything is fine by your silence. The key again is to describe the performance or task that is poor - not some personal comment that will only make the other person defensive.

NONVERBAL FEEDBACK

Basically it is our use of body language. Your job is to be able to read other people and when you start to lose them in conversation to

adjust the pace or topic to get them back. This is where your listening skills play a large part - specifically the attending skill. This lets the other person know you are receiving their message.

FACT FEEDBACK

In most situations you depend upon other people providing you with the facts and they depend on you to do the same. Accuracy is important here. This form of feedback needs to be used if you need clarification, agreement or corrections. How many of you have been told "Go out and come in again when you have the correct information or right answer"?

FEELING FEEDBACK

This is the effort you make to understand the other person's feelings, emotions and attitudes that underlie the message. It is an effective use of empathy which will reinforce rapport and increase trust.

What are the specific skills required for effective feedback?

1. **Give and get definitions** - we all interpret information differently so make sure you get the information correct. Try going to Boston and ordering a milk shake - thinking you will get ice cream and instead all you will get is shaken up milk.
2. **Don't assume** anything. Get accurate information.
3. **Ask questions** - when in doubt - ask.
4. Speak the **same language** - don't speak in acronyms or technical terms.
5. Keep **tuned in** - stay alert and don't tune the other person out.
6. **Give feedback** on the behavior, not the person. Specify the action or task not the person.
7. **Withhold feedback** - sometimes it is best not to say or show any emotion to what is being said or going on.

Remember - effective use of feedback will create an increase in trust and credibility and will keep productivity high.

3.7.2

What are some situations where you wished you would have said no but didn't? Are any of them listed below?

- Placating others because one fears offending them.
- Allowing others to maneuver you into situations you dislike.
- Knuckling under to another person's demands.
- Meekly accepting unjust criticism from the boss.
- Giving into one's own mental or emotional 'demands' to go off a diet, avoid a responsibility, procrastinate.
- Exploding with hostility and aggression because you repressed real feelings for so long and operated from a position of weakness (Swets, 1983, p.91).

If you could relate with any of the above then it is time to review the term assertiveness.

Assertiveness

First, assertiveness is not aggression. It is:

- valuing yourself - treating yourself the way you want others to treat you.
- acting with confidence - confidence comes from the Latin word which means to trust. Learn to trust the value you have placed upon yourself. Don't fear what others will think. Reward yourself for meeting your own goals.
- speaking with authority - don't use tentative language - maybe, I guess, perhaps. Don't be afraid to admit you don't know but be sure to find out what is needed.

How to say NO:

• Use the **sandwich technique** where no is between two cushioning statements -

1. I understand that you want me to agree with you.
2. But I see the issue from a different point of view.
3. I hope we can disagree and still work well together.

The first layer acknowledges you heard what they said. The second layer is your refusal. The third layer is to ease the sting of your refusal.

• Appear to be calm, **show no anger**. Say no with quiet firmness.

•Use the **broken record technique** - you keep repeating the refusal in a calm but firm voice when the other person keeps coming at you.

•**Do not be intimidated** by others.

3.7.3

Motivating Statement:

Influencing people is the art of letting them have your way.

ANONYMOUS

Persuasion defined: "Helping people to cooperate with you (Swets, 1983, p. 159)."

Be sure to differentiate between this and manipulation - this is not about controlling others, it is about cooperating with others. Using persuasive skills will get others to cooperate with you. Manipulating others will make them feel resentful and defensive (Swets, 1983, p. 160).

How will persuasion affect others? If used correctly it will enhance the other person's self-esteem. The key is to direct your line of reasoning toward the other person's interests. They have to be able to see what your idea(s) can do for them. Usually persuasion is used to assist someone else to change and no one likes to change. You try to plan the change and set up steps for the other person to make. The following steps were originated by McGuire, a Yale University psychologist, and are called "Steps to Achieve Cooperation (Swets, 1988, p. 165)."

(See Handout)

1. **Attention** - without the attention of the other person how will you be able to get your points across and learn their interests and attitudes? But, how do you do this? By putting yourself in their shoes - try to see things from their perspective. Try to see the big picture instead of just your part of it.

2. **Comprehension** - you have to help the other person comprehend what you are saying. How? Use clear, concise language. Use examples that the other person can relate to. Ask the following questions to yourself:

- "Is my speech clear and free from jargon?
- Does my main idea make sense to my hearer?
- Have I used vivid language and concrete examples to improve comprehension? (Swets, 1983, p. 165)"

3. **Belief** - how can you generate belief in your message? Although there will be many factors involved which include past actions, your personality, your objectivity and your fairness there are two factors which will be predominant.

- **Show enthusiasm** about your message - if you don't believe it how can anyone else? "Enthusiasm compels belief (Swets, 1983, p. 166)."

- **Provide evidence** to support your message and position. Make sure your evidence is relevant, reliable and available.

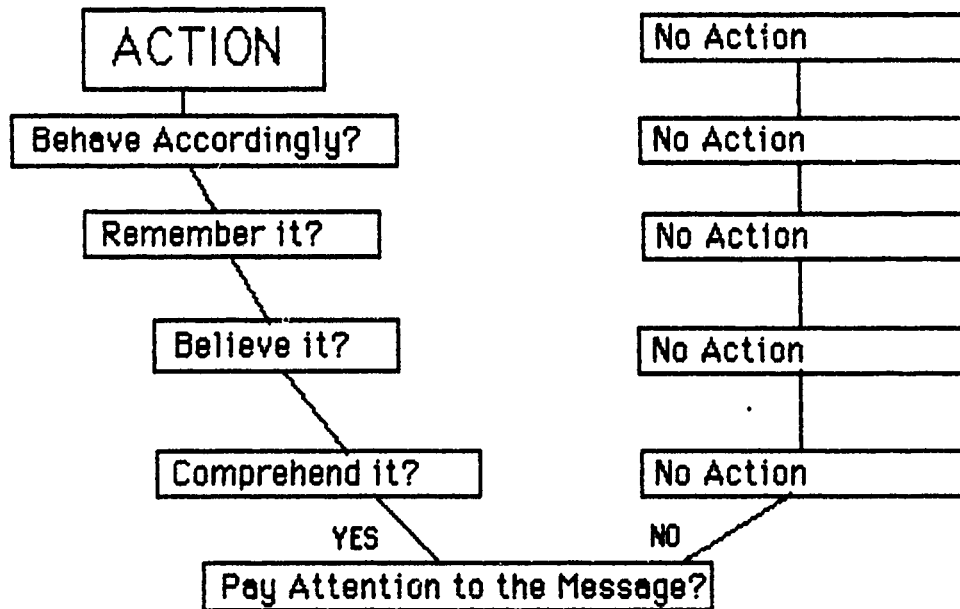
4. **Retention** - In order for the others to act they must remember what you said or persuaded them to do. How can you do that? By using "spaced repetition (Swets, 1983, p. 167)". Keep rephrasing the main ideas in your presentation and eventually the more times these ideas are presented the more credible they become. If possible use key phrases or a single key word to reinforce your ideas. Example of successful use of this method - Martin Luther King, Jr. and his "I have a dream" speech.

5. **Action** - The final step. If you have been persuasive then action will occur. However, it will not occur unless you have asked for it. If you want your division officer to get the first class evaluations to you in two days you must tell the person. Key - be specific and clear.

Using these 5 steps creates a persuasive message which will be "clear, credible, memorable, and likely to compel action (Swets, 1983, p. 160)."

STEPS TO ACHIEVE COOPERATION

Does your listener?



"Adapted by David Myers from the writings of Yale University social psychologist William McGuire, cited in David G. Myers, Social Psychology (New York: McGraw-Hill, 1983), p. 275 (Swets, 1983, p. 161)."

3.7.4

Empowerment is a hot term right now but what does it really mean? Do leaders empower others? Do managers empower others? According to the book Mind of a Manager. Soul of a Leader.

"Managers generally think in terms of controlling the elements of an organization's culture, strategy and all the other variables that fall within their domain. To control, they assume, is to maximize. When it comes to people, the manager assumes that people also need to be controlled. Control, managers feel, will help people attain the cooperation the organization requires. In the manager's mind, if you can't control it, you can't manage it.

Leaders, in sharp contrast, would rather empower organizations and people. To their way of thinking, empowerment can unleash the energy necessary to take the organization beyond its current position. Only by giving people the freedom and resources to act can you expect them to go above and beyond the call of duty. Leaders empower people, systems, structures, strategies, and other variables by opening the way for their expansion, enhancement, and evolution. (Hickman, 1990, p. 127)."

How many of you have had a boss who micro-managed? Did you have the feeling that the boss didn't trust you to do your job?

"Leaders who trust their co-workers are, in turn, trusted by them. Trust of course cannot be acquired, but can only be given. Leadership without mutual trust is a contradiction in terms. Trust resides squarely between faith in himself, his abilities, his co-workers, and their mutual possibilities. But he also has sufficient doubt to question, challenge, probe, and thereby progress. In the same way, his co-workers must believe in him, themselves, and their combined strength, but they must feel sufficiently confident to question, challenge, probe, and test, too (Bennis, 1989, p. 140)."

Remember, without mutual trust working conditions deteriorate.

3.8 Contracts/Budgeting

Enabling Objectives

3.8.1 Explain what a contract consists of, what the Navy requires and loop holes to be aware of when dealing with civilian contractors.

3.8.2 List sources available to the department head to help review contracts.

Motivating Statement:

There cannot be a crisis next week. My schedule is already full.

Henry Kissinger

Most of us have trouble balancing our checkbook much less going through the paperwork drill of balancing a departmental budget. This section is designed to help the department head become familiar with some terms and concepts for basic budgeting.

In the Financial Management Guidebook for Commanding Officers (NAVSO P-3582) are found helpful guidelines of financial responsibilities which are transferable to department heads (Chapter I: pp. 2-3).

Guidelines of Financial Responsibility

1. Accomplish your mission at the lowest cost.
2. Budget for your needs.
3. Plan your work.
4. Work your plan.
5. Never overspend.
6. Keep track of how you spend.
7. Keep checking against your plan.

Terms

AAA - Authorization Accounting Activity - the activity assigned the accounting responsibility.

Accounting - "the science of recording, classifying, summarizing, reporting and interpreting financial transactions and events ((NAVSO P-3582, Chapter 5: p. 1)." This is important because the public is given a specific breakdown of how the military spends the money appropriated by Congress.

Appropriations - these are funds allowed by Congress which cover the hiring of personnel, the purchase of supplies and equipment and the awarding of contracts. Annual appropriations are divided into four quarterly limits - not always equally divided. Appropriations are broken down into three categories - commitments, obligations and expenditures. Since Congress authorizes the expenditure of these funds none of them may be transferred from one appropriation to another unless "expressly provided for by the Congress (NAVSO P-3582, Chapter II: p. 10)".

Budget - a financial plan of action. A plan for the spending or allocation of money to accomplish some objective or goal. "(1) in the broad sense refers to the entire process of estimating further revenues, expenses, and cash flow; (2) specifically, an estimate of future expense levels (Thomsett, 1988, p. 14)".

Commitment - "a firm administrative reservation of funds, based on firm procurement directives, orders, requisitions, authorizations to issue travel orders, or requests which authorize the recipient to create obligations without further recourse to the official responsible for certifying the availability of funds (NAVSO P-3582, Chapter II: p. 9)."

Cost estimation - the process of determining how much money is needed to accomplish objectives.

Expenditures - "(disbursements) result in actual payments from available funds. They are evidenced by vouchers, claims, or other documents approved by competent authority (NAVSO P-3582, Chapter II: p. 9)."

FIPC - Financial Information Processing Center - same as AAA.

Justification - written, oral, and/or graphic support for a request of funds. NAVSO P-3582 suggests always asking yourself "What if my budget is reduced by 5% of 10%? (Chapter 3, p. 3)

Obligation - "represents the amount of an order placed, **contract** awarded, service rendered or other transaction which legally encumbers a specified amount of an appropriation or fund for expenditure (NAVSO P-3582, Chapter II: p. 9)." It is further explained how important it is to schedule frequent reviews and validations to keep track of undelivered orders and requisitions - ". . obligations which are no longer valid may be de-obligated and these resources [may be] put to use for new or unfunded programs consistent with the intent of the original fund authorization (NAVSO P-3582, Chapter II: p. 9)."

NOTE: Can MWR (Morale, Welfare and Recreation) activities receive appropriated funds?

Yes. It is called **Indirect Support**. It is for protecting "the health and safety of participants, employees, resources and property ((NAVSO P-3582, Chapter 8: p. 3)". Examples: fire protection, security, pest control, sewage disposal, trash removal. Activities which are classified as **Mission Sustaining** also receive appropriated funding - gyms, physical fitness training, parks, recreation centers.

Resources

Financial Management Guidebook for Commanding Officers, July 1990 (NAVSO P-3582)

Financial Management in the Navy (NAVEDTRA 10792-F)

Analysis for Managers of People and Things, Office of the Assistant Secretary of Defense, Comptroller

The Little Black Book of Budgets and Forecasts by Michael C. Thomsett, 1988, AMACOM, New York.

PROFESSIONAL/SELF-DEVELOPMENT UNIT

4.1 GOAL SETTING

Enabling Objectives

4.1.1 List the procedures for writing goals.

4.1.2 Explain why goals are needed and discuss the types of goals.

4.1.3 Define WBC as described in From Confucius to Oz.

MOTIVATING STATEMENT:

In the book From Confucius To Oz it states there are six steps to attaining wisdom. The very first step listed is **Goal Setting** (Crawford, 1988, p. 29). How important is goal setting? In the Tao of Pooh it states:

"How can you get very far,
If you don't know Who You Are?
How can you do what you ought,
If you don't know What You've Got?
And if you don't know Which To Do
Of all the things in front of you,
Then what you'll have when you are through
Is just a mess without a clue
Of all the best that can come true
If you know What and Which and Who (Hoff, 1982, p. 58)"

If we don't want to end up with a mess and clueless then we need to organize and set goals.

4.1.1

In the book From Confucius To Oz he asks whether you have ever given instructions when your objectives were not clear in your own mind. Of course we all have and the outcome was awful. Without clear instructions we may experience failure. A tool to help one avoid unclear thinking and unclear goals is the Goal Clarification Worksheet. The process involves two steps - brainstorming and clarification. (Go to worksheet)

Goal Clarification Worksheet Instructions

1. Brainstorming

(Time allowed - 3 minutes)

- On a blank sheet of paper make a list of all the things you want to achieve in your lifetime.
- Repeat process for the coming year.
- Repeat process for the next month.

2. Goal Clarification

- Go back to each list and evaluate each goal. Try to identify priorities - eliminate conflicts, large sacrifices.

3. Using the Worksheet on the next page rank each personal preference on a scale of 1-10 by asking "How important or valuable is this to me? (Crawford, 1988, p. 38)"

4. Make copies of the worksheet so that each goal will be a separate piece of paper.

5. On the same scale rank each goal by asking yourself "How much will this goal satisfy my personal preference for. . . ?(Crawford, 1988, p. 38)" Record answer in Goal Rank Column.

6. Multiply evaluation column by goal rank column for each preference heading. Record answer in Sub-total Column.

7. Add all sub-totals and put answer in the Sum Total blank. "The goals with the highest sum totals are your primary goals (Crawford, 1988, p. 39)."

Goals Clarification Worksheet

Personal Preference	1-10 Evaluation	1-10 Goal Rank	1-10 Sub Total
Accomplishment			
Challenging			
Experience			
Control			
Creative			
Expression			
Education			
Fame			
Friendship			
Happiness			
Helping Others			
Independence			
Inner Peace			
Love			
Loyalty			
Obey The Law			
Personal			
Development			
Productivity			
Promotions			
Religion			
Respect			
Self-Respect			
Teamwork			
Wealth			
Where You Live			
Winning			
Sum Total			

From Confucius To Oz by Vernon Crawford, Donald I. Fine, Inc., New York, 1988, p.40.

Once you identify your goals it is then time to organize your day, your week, your life. The exercise for the Time Inventory (Crawford, 1988, p.42-3) suggests you break your day into activities noting how much time is spent on each activity. The goal is to make you aware of where you spend your time. How many of you have made the excuse that you just don't have time to workout? If it is a priority you will make time for it. If you can see your goals are being ignored then it is time to reorganize and spend time on your goals.

Time Inventory Analysis

The most important point Crawford makes is that "failing to delegate properly is a significant time waster (Crawford, 1988, p. 45). The lesson to be learned here is take the initial time required to teach the other person the task and eventually it will belong to them - not you.

Another simple organizer is a "to do" list. Examples are provided on the following pages.

DAILY TO DO

DATE: _____

	NOTES:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

WEEKLY SCHEDULE

PLAN YOUR WORK - WORK YOUR PLAN

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0800							
0900							
1000							
1100							
1200							
LUNCH							
1300							
1400							
1500							
1600							
1700							
1800							
SUPPER							
1900							
2000							
2100							
2200							
2300							
SLEEP							
0600							

Remember this:

"Good time management --setting goals and priorities, planning, keeping daily 'to do' lists --can help alleviate [impulsive decisions] (Crawford, 1988, p. 46)."

4.1.2

In case you are wondering is Crawford the only one who emphasizes goal setting, the answer is no. One of the most important tasks you have when calling a meeting or attending a meeting is to sit down and write out the goals (objectives) of the meeting.

"First, find out what you want the meeting to produce. Make an objective list. Write it all down, putting everything you'd like to have happen on paper in your first pass. There'll be time to select and destroy after you've thought about all these things you would like to accomplish (Hamlin, 1988, p. 78-9)."

Editing and selecting should be based on three factors: (Hamlin, 1988, p. 78-9).

Practicality - Ask yourself what is really doable in this meeting. Remember this isn't the only meeting you will ever have with these people so be realistic.

Scope - Who else needs to be involved at this time? Are all your players on track? If you don't need to waste everyone's time with specifics on a certain topic why not call another meeting with a smaller group of players to cover specific areas?

Timing - Is this the right moment to introduce this idea or make this request? Points to consider before presenting an idea-

- Can you afford this request right now? Is there time available to adapt to this new idea - what's going on in your office/command right now?

- How receptive is the boss going to be? Is the command in the middle of a crisis? Any personal problems that might interfere?

- Can your presentation be tied to any other ideas that have been presented? How can it fit into already discussed projects or problems-or solve them?

- When you are running the meeting have you taken into account your subordinates crises - both personal and at work - before cutting them off at the knees?

How do you set quality goals - what factors are involved in designing quality goals?

Both Blanchard & Hersey and Swets agree that using the acronym SMART will help one develop quality goals. What does SMART stand for? According to Hersey and Blanchard it stands for:

S - Specific. The goal you set or give must refer to an action the person is suppose to take. The area you wished changed must be specifically defined.

M - Measurable. "If you can't measure it, you can't manage it (Hersey & Blanchard, 1988, p. 382)." This must quantify the action you require - set a time limit for the amount of the behavior you wish to see displayed.

A - Attainable. Since most of us are overachievers we sometimes tend to set goals that overstretch our abilities. Be realistic and set step by step goals to attain the large goal.

R - Relevant. The goals you set must be important to the mission or task. If the relevance is not obvious to your staff take the time to explain why the goal is needed and how it ties in with future goals.

T - Trackable. Using the step by step goal setting technique allows you and your staff to see progress and allows you to praise your staff.

4.1.3

In From Confucius To Oz there are three attributes which allow us to climb the Wisdom Ladder. WBC can be defined by the following (Crawford, 1988, p. 6),

"He that is really wise can never be perplexed.
He that is really benevolent can never be unhappy.
He that is really courageous can never be afraid."

Confucius

"Wisdom, benevolence and courage: these are the three universal virtues. Some practice them with the ease of nature; some for the sake of their own advantage; and some by dint of great effort."

Confucius

The three areas Confucius sets aside are **wisdom, benevolence** and **courage**. Even John Dewey, an American educator, agreed on the importance when he stated "... to be good does not merely mean to be obedient and harmless; goodness without ability is lame; and all of the virtue in the world will not save us if we lack intelligence (Crawford, 1988, p. 8)".

Wisdom

"A systematized collection of data (Crawford, 1988, p. 21)."

Benevolence

A warm heart, one with compassion, kindness and a regard for others.

Courage

The quality without which nothing would ever get done. Essential for reaching goals. The ability to take risks while facing failure. As The Tao of Pooh states:

"The play-it-safe pessimists of the world never accomplish much of anything, because they don't look clearly and objectively at situations, they don't recognize or believe in their own abilities, and they won't stretch those abilities to overcome even the smallest amount of risk (Hoff, 1982, p.122)."

After taking your WBC Questionnaire read the interpretations found on pages 21-26. Then break into groups after class to discuss results.

4.2 Ethics/Values/Decision Making

4.2.1 List the four steps involved in the problem-solving process.

4.2.2 Describe the WBC approach to decision making and problem solving.

4.2.3 Analyze your decision making style(s) as described in your text and compare it to your leadership style.

4.2.4 Describe how ethics affect an organization and discuss the three levels of ethics.

4.2.5 Given a situation, counsel a division officer on a lack of ethics.

4.2.1

Motivating Statement:

"Never is force opposed with force; instead, it is overcome with yielding (Hoff, 1982, p. 87)."

Unfortunately our method of problem solving sometimes consists of trying to force people to do things the right way, our way. By becoming more aware of how others react and why they react will allow us to "yield" and redirect their energy in a positive direction.

Your text breaks problem-solving into 4 sequential steps (Hunsaker & Alessandra, 1980, p. 217):

- Problem Awareness
- Problem Definition
- Finding a Solution
- Implementing the solution

Each of these will be discussed in detail below but first **how do you know what a problem is?** There may be times when someone else believes you have a problem but you don't see it that way.

Problem defined: A problem exists when there is a difference between what the subordinate is doing and what you believe is really happening (Hersey & Blanchard, 1988, p. 262). "A 'problem' is any condition in which a person or group experiences a sense of unease; things are not as they should be, or as we wish them to be (Crawford, 1988, p. 110)."

Problem Awareness

This can be thought of as "who owns the monkey? (Hersey & Blanchard, 1988, p. 262)". There are four possible situations:

1. You have the "monkey". Your subordinate's behavior is a problem to you but not to himself.
2. You both have the "monkey". The subordinate's behavior is a problem for both of you.
3. Your subordinate has the "monkey". The problem only belongs to your subordinate.
4. Neither of you have the "monkey". The problem went away or never was there.

Problem Definition

This is where most of one's time should be spent. Both of you have the "monkey" here and both are actively gathering information and diagnosing the situation. Your job is to find out what the other person needs or wants.

Finding a Solution

Once you both agree on what the problem is you both begin to develop an action plan. This plan provides alternatives and workable solutions that you both agree upon. By working together trust and openness are increased.

Implementing the Solution

First, both parties must be committed to the plan of action and willing to keep trying to make it work. At this time you monitor and assist the subordinate and provide feedback to help make the action plan work.

NOTE: This is the time to catch them doing things right.

4.2.2

How to use the WBC concept in the real world (Crawford, 1988, p.109).

1. **Profile Awareness**- Be aware of the subordinate's profile and your own - know both of your weaknesses.
2. **Acknowledge** there is a **problem** and decide to find a solution.
3. **Define the problem** - be sure to state the problem accurately and precisely. Try to pinpoint the defect.
4. **Decide on a method** to work on the problem.
5. **Brainstorm** - look at the problem from all sides.
6. **Select a solution** - all must agree on this or it will fail.
7. **Make a plan of action** - be specific on what is to be done and by whom - give due dates.

8. **Evaluate the results** - follow-up to see if what you agreed upon is happening. If it isn't go back to step 2.

4.2.3

What are the four decision making styles discussed in your text?

Four Decision Making Styles (Hunsaker & Alessandra, 1980, pp. 52-5)

Decisive - this style uses minimal amounts of data to arrive at one correct decision. Characteristics of this style are: action oriented, wants speedy results, sets one short range goal at a time, runs a tight ship, accepts goals as given from above, prefers short summaries, sees one solution, focus is on results and organization, likes structure, uses power based on position, motivates others through rewards/punishments.

Quick Review: Of the 4 Dimensions of Behavior covered previously, which does this paragraph describe?

High D, C

Flexible - this style uses minimal information but continues to reinterpret and generate different conclusions. Characteristics of this style are: easily adapts other values, likes variety, sets many short range goals, is intuitive and reactive, likes change, controls by confusion, prefers a loose organization, willingly delegates minor things, prefers several solutions, enjoys talking to everyone, leads by charisma, motivates others with incentives, is aware of others feelings and needs.

Quick Review: Of the 4 Dimensions of Behavior covered previously, which does this paragraph describe?

High I, S

Hierarchic - this style is the direct opposite of flexible. Uses large amounts of data to arrive at one correct decision. Characteristics of this style are: likes to control values, demands perfection, prefers organization and use of a system, plans long range but holds a tight control on the method and results, sets few goals, is internally

motivated, loves elaborate procedures -automation, offers long and elaborate explanations, provides the "best" solution, leads by competence - expert , motivates by information and by asking others for advice.

Quick Review: Of the 4 Dimensions of Behavior covered previously, which does this paragraph describe?

High D

Integrative - a style similar to hierarchic in that large amounts of data are used but instead of one correct decision offers several different feasible solutions. Characteristics of this style are: values creativity, variety and exploration, also looks for results, plans for long range events and can adapt his plans, sets many goals, focus is on self and organization, is a team player, likes to delegate, prefers a flexible structure of organization, gives long and elaborate explanations, offers multiple solutions, leads by mutual trust and sharing of information, uses both feelings and facts to his advantage.

Quick Review: Of the 4 Dimensions of Behavior covered previously, which does this paragraph describe?

High S, !

Which decision making style is most predominant in the Navy?

If you answered it varies according to the situation you are correct. As your text points out there are advantages and disadvantages to all of the styles (Hunsaker & Alessandra, 1980 pp. 59, 62-3).

Name some Advantages to the Decisive Style:

- | | |
|-----------|-------------|
| •Fast | •Consistent |
| •Reliable | •Loyal |
| •Orderly | •Obedient |

Disadvantages?

- Rigid
- Low Self-concept
- Unreceptive To Complex Data
- Avoids Introspection
- Avoids Change

Name Advantages of the Integrative Style:

- Creative
- Cooperative
- Open
- Empathic
- Informed
- Wide-ranging

Disadvantages?

- Indecisive
- Avoids Detail
- Overemphasizes Process Versus Results
- Unable To Meet Deadlines
- Passive
- Too intellectual

The remainder of these styles and their advantages/disadvantages can be found on pages 62-3 in your text.

4.2.4

In the book The Moral Manager the following story is told:

As nearly everyone knows, an executive has practically nothing to do except to decide what is to be done; to tell somebody to do it; to listen to reasons why it should not be done, why it should be done by someone else, or why it should be done in a different way; to follow up to see if the thing has been done; to discover that it has not; to inquire why; to listen to excuses from the person who should have done it; to follow it up again to see if the thing has been done, only to discover that it has been done incorrectly; to point out how it should have been done; to conclude that as long as it has to be done, it may as well be left where it is; to wonder if it is not time to get rid of a person who cannot do anything right; to reflect that he probably has a wife and a large family, and that certainly any successor would be just as bad, and maybe worse; to consider how much simpler and better the thing would have been done if one had done it oneself in the first place; to reflect sadly that one could have done it right in twenty minutes, and, as things turned out, one has had to spend two days to find out why it has taken three weeks for somebody else to do it wrong (Walton, 1989, p. 14)."

The point of this paragraph is to show the moral entrapments we as managers encounter. The biggest criminal we face is a lack of time. It seems 80% of one's time goes toward meaningless trivia. We are busy making decisions and taking responsibility for decisions that should have been made at a lower level.

A solution many managers use is to lead by leaving. They find that if they are available then problems which could be solved by subordinates get dumped on their desk. As Walton states - our time for reflection is overwhelmed by time for reaction. He continues with this thought, "Short term priorities have been institutionalized (Walton, 1989, p. 15)." The examples he uses are politicians with their re-elections every few years. The military is similar in the use of short term tours. How can we effectively set long term goals for a school or institution if we are only in place to supervise two or three years? "Tyrannized by time, managers can inadvertently overlook the anguish of others--the colleague with a drinking problem, the harassed salesperson struggling to reach impossible quotas, the worker with an ailing spouse (Walton, 1989, p. 173)."

Responsibility

A familiar term to all of us, but **is it's meaning changing?** It use to be that the leader held the ultimate responsibility for all acts of their subordinates. What has happened in the past couple of years that may make you think this is no longer true?

Definition: "Responsibility consists of knowing what is due to whom and for what, as well as knowing when and how such responses should be made (Walton, 1989, p. 21)."

The problems we see in society today stems from two expectations: "(1) the individual's sense of fair treatment, everywhere and in every situation, and (2) the belief that somebody will pay for all calamities that happen to a person so long as they are not that individual's own fault (Walton, 1989, p. 38)". The educational system in our country is a prime example of no one willing to take the blame or responsibility for the poor student performance. The tendency to sue people and the backlog of our court system is another reflection of a lack of individuals taking responsibility for their actions.

Do you believe we teach responsibility in the Navy?

Name/discuss a specific example of how we do/do not teach responsibility.

So what are ethics? How important are they?

"As former British prime minister James Callaghan put it:

In my judgement, a leader should have some core philosophy and belief against which he can judge the important issues as they arise. Unless he has that bedrock to fall back on, the unexpected storms that blow up will toss him about like a cork. Without such a foundation, a leader may be able to survive, but he won't be a leader in the sense that I use the term (Walton, 1989, p. 101)."

Ethics appear to develop from three areas (Walton, 1989, p. 106):

- experience
- reason
- faith

Cultural ethics which are ethics we share with others through common experiences. The best example of this cultural ethic is found in each individual country - Americans share an economy, a society unique to that country.

Basic ethics take precedence over applied ethics. Basic ethics include the right to justice and equality and the right to liberty and truth. Both of these are universal rights which are brought about by reason vice common experience.

Applied ethics would include institutionalized rights - the right to fair wages, private property, contracts, and due process. Applied ethics combines reason and experience. The last area - faith deals with theological ethics. These would include the value of God's will, obedience to God and hope and charity. Both faith and reason are involved in religious ethics.

The areas covered above are constantly interacting so to help you decide which level you are dealing with the following are provided.

Three Levels of Ethics (Walton, 1989, p. 105-107)

The following levels should help you define the ethical problem(s) you may encounter:

Descriptive Ethics - seeking answers to what is being done vice what ought to be done -telling it like it is would be a descriptive ethic.

Metaethics - asking the meaning of truth or goodness, dealing with the age-old puzzles. Goes to the root of ethical disagreements and tries to figure ways to resolve them.

Normative Ethics - "tells what principles are needed to distinguish right from wrong and how to apply them (Walton, 1989, p. 105)." This is where the majority of ethical problems occur. This is the level that seeks the answer to the is-ought question - which is woven tightly into the legal system. This level is broken down into:

- **Managerial ethics** - or role ethics - the obligations you impose on others by virtue of your position.

- **Business ethics** - examines how to deal with other companies, environment, and clients/customers. Self-interest and profit maximization are high areas of interest at this sub level.

- **Professional ethics** - "the principles derived from special obligations due clients and enforced through codes of ethics established by peers (Walton, 1989, p. 105)". The example given was the conflict of ethics for a lawyer who demands that the witnesses tell the whole truth while he doesn't.

Can one be ethical and dishonest?

There is a story about the Washington bureaucrat who asked the CIA analyst about the doctoring of figures on Vietcong troop levels: "Sam, have we gone beyond the bounds of reasonable dishonesty?" (Walton, 1989, p. 145)

Honesty in business is nonnegotiable.

David Rockefeller

If our job as leaders is to develop our subordinates into responsible members of the community. We can't hammer them for breaking rules and then bend the rules to meet our own needs. Ethics and morals have to be lived everyday. People have to see that you live the Golden Rule and that it works.

The following are guidelines on truth and ethics (Walton, 1989, p. 151):

1. Truth telling is essential to an organization's survival because, without it, trust vanishes and management's word is suspect.
2. Deliberate wordless deception is technically not a lie but is

equally unethical.

3. When defenses for lying under certain grave conditions are advanced, the liar should be not praised but excused. To praise is to condone, and that itself is questionable ethics.
4. When a deceptive public or corporate agent is exculpated, that person should make some public act or gesture (resignation, subsequent full disclosure) that tells the public that lying is not a respected form of behavior. To do less is to destroy the trust on which democratic governments and market economies rest.
5. If lying or deception looms in difficult cases, follow a simple maxim: When in doubt, don't. (Walton, 1989, p. 151)"

Can ethics/values be taught?

If one believes that good habits come from being with good people then with the proper moral mentors people should become virtuous and ethical by being around these people. Here's an idea to consider,

"Persons act only in the world they see, and seeing is partially determined by the kind of beings they have become (Walton, 1989, p. 176)."

He also points out that,

"Disciplined organizations reflect disciplined leaders whose honed abilities lead them to behave consistently, almost instinctively, in moral ways (Walton, 1989, p. 178)."

Do you agree? Disagree?

The Greeks believed that a good person was a good citizen and that a good citizen accepted responsibility for his actions, was truthful and courageous. We are the only creatures with the "power to shape our own character, to choose between honorable and dishonorable behavior, to tell the truth or deceive, to exploit or respect others, to work hard or slack off. Each decision so shapes the person that subsequent behavior is more predictable (Walton, 1989, p. 176)."

What kind of value system do you convey to your troops?

A closing thought,

"Leaders of successful organizations worked hard to keep things simple in a complex world, insisted on top quality, diligently served their customers, listened to their employees, allowed disorder when it brought results, and encouraged experimentation (Walton, 1989, p. 200)."

We all want our bosses to have integrity and we expect our subordinates to be loyal. If values trickle down from the leader then the work environment is a direct reflection of the person in charge. If we allow our people to participate more in decision making this will expand their individual freedom to act and accountability for their actions will ensure they use this increased freedom responsibly (Walton, 1989, p. 205).

4.2.5

Scenario:

One of your many duties includes reviewing the phone usage/misuse in your department. You have tracked down numerous unpaid long distance calls to one of your division officers - whose spouse happens to be located at the phone number on the bills. You had previously sent a memo to all concerned specifying office phones to be used for official business only - pay phone in hall to be used for unofficial business. Is this action unethical? How would you counsel this person?

4.3 Protocol

Enabling Objectives

4.3.1 List three sources which provide pertinent information regarding protocol.

4.3.2 Describe the proper procedure for presenting a Navy Commendation Medal.

4.3.3 Describe the procedures used for retirement ceremonies and change of commands.

4.3.4 Recognize proper greetings, farewells, appropriate attire and gift exchanges.

Motivating Statement:

This section is designed to provide guidance for coordinating visits by dignitaries, senior military personnel and other guests to your command.

Protocol Defined:

Protocol comes from the Greek words meaning "the first glue" and that is basically what it is designed to do. It provides certain rules which prevent chaos and allow different societies and governments to establish relationships with minimum friction (McCaffree & Innis, 1977, p. xi).

Sources of Protocol Information

- OPNAVINST 1710.7 (17 JUL 1979) - This is the "bible" for the protocol officer. Some of the most frequently used sections are the precedence list in Chapter 1 and Annex A & B, and Annex E - Guidelines for Change of Command Ceremonies. Need help on seating arrangements? Try looking here.
- Chapter 10 - Navy Regulations - Gives specifics on who, when and how many honors visitors are to receive. It also provides another precedence list for honors and ceremonies.
- SECNAVINST 5603.2C - Printed Matter for Official Ceremonies. Tells what one is authorized to use, sizes, and insignias to use.

- Protocol: The Complete Handbook of Diplomatic Official and Social Usage by Mary Jane McCaffree and Pauline Innis - a great help in Chapter 2 -Titles and Forms of Address. Also provides yet another precedence list in Chapter 1. Still need help on seating arrangements? Try here.
- Attention! A Quick Guide To The Armed Services by Pauline Innis and Walter D. Innis RADM, USN (ret)

4.3.2

We have all attended these ceremonies but it seems they change from command to command. The following procedure is recommended.

Procedure For Presenting a Navy Commendation Medal

1. Have guests in prescribed area 5 minutes before boss arrives.
2. If guests are seated call to attention as boss enters.
3. Aide/speaker should have items to be presented at podium with officer.
4. Place recipient to the right of the boss.
5. Boss offers some remarks.
6. Everyone remains standing and is called to attention.
7. The citation is read.
8. The medal is pinned on.
9. The citation is presented by the boss to the recipient and they shake hands.
10. Recipient speaks.
11. Crowd lines up to offer congratulations.

4.3.3

Retirement Ceremonies/Change of Commands

The following information can be found in OPNAVINST 1710.7 Annex E:

Go to handout.

Retirement Ceremonies/Change of Commands

The Ceremonial Area

- Principals centrally located - preferably on raised platform
- Provide 2 lecterns - one for the master of ceremonies and one for the principals.
- Platform seating and first row of guest seating should look like:

wife of senior officer	wife of departing officer	wife of new CO	
senior officer #2	departing officer	senior officer #1	senior officer #3

The Ceremony (OPNAVINST 1710.7)

"1. Upon arrival of the senior participants, the Master of Ceremonies calls the crew(s) to attention and asks all guests to rise.

Members of the official party arrive in inverse order of precedence with the senior entering last, except that the relieved officer will generally precede the relieving officer, although the latter may be junior. Upon arrival at an activity with a saluting battery, all members of the official party who are entitled to honors will receive full honors less gun salute except for the senior official, whether military or civilian, who is accorded full honors.

After receiving honors, members of the official party sometimes gather at a designated point to greet other members of the party as they arrive. They then proceed to their seats on the platform. An acceptable alternate calls for officers of the command to meet and escort members of the ceremonial party to their seats upon conclusion of their personal honors. As a general rule, arrival or departure honors will not be rendered to guests at a change of command ceremony.

2. National Anthem.
3. Invocation (Master of Ceremonies requests all military personnel to remain covered).
4. Master of Ceremonies requests all guests to be seated.
5. Remarks by senior officer.
6. Presentation of awards (if appropriate).

7. Remarks and reading of orders by the person being relieved (only those parts of the orders pertinent to the change of command should be read - Address, Subject, Brief of Content, and Signature).
8. The person being relieved orders his flag and pennant hauled down. Full honors as appropriate and presentation of his flag/pennant.
9. The person relieving reads his orders (pertinent parts only), assumes command, orders his flag or pennant broken, and receives full honors as appropriate. He reports assumption of command to his immediate superior, if present, and makes remarks as desired.
10. Master of Ceremonies requests all guest to rise and military personnel to remain covered.
11. Departure honors for the official party.
12. Master of Ceremonies announces conclusion of the ceremony.

4.3.4

Using the information found on the following handouts provide proper responses to the questions below:

Scenario: The CNO from Pakistan is scheduled to visit your command. You have been delegated the job of setting up his visit. The visit will include a luncheon, a tour of the base and arrival/departure ceremony. He will be accompanied by RADM "X" from the VCNO office. Questions your boss is asking:

- **What does the appropriate arrival ceremony consist of?**

According to Chapter 10, Navy Regs (p. 50), he would be entitled to full honors - both arrival and departure with 19 gun salute, 4 ruffles and flourishes, Flag Officer's March, full Honor Guard, but no sideboys (p. 50 - note 1 - sideboys not appropriate at shore installations)

- **What is the proper greeting - what should he be called?**

Since he is equivalent to our CNO just "Admiral whatever his name is" would be fine (Protocol, p. 110). OPNAVINST 1710.7 (p.108) tells you the appropriate introduction would be in conversation - "Admiral Jose Grinia" and announce as "Admiral Jose Grinia, CNO Pakistan."

- **What is the appropriate uniform for this occasion?**

Full dress uniform for ceremonies - can change after if so desired.

- **Will they be expecting to exchange gifts?**

Probably. It would be better to have a gift ready and not use it than be caught flat footed. Best way to find out is talk to their liaison officer or someone they have already visited. This will give you an idea of what kind of gift you should be expecting and what kind of gift would be reciprocal.

- **If yes on gifts, what would be an appropriate gift?**

Normal gifts vary - pens, pictures, plaques, mugs, lighters, etc.

• **What should be served for lunch?**

After checking your OPNAVINST 1710.7 you see that they do not eat pork or drink alcohol. You adjust your menu to accommodate.

• **What toast should be given at lunch?**

To His Excellency, the President of the Islamic Republic of Pakistan.

• **Who would sit at the head table?**

If it is a party less than 10 no problem - everyone sits that is a heavy. Unless the boss is fluent in Pakistani setting a translator near by or in between your boss and the visiting CNO would be recommended. Seating arrangements can be found in Protocol and the OPNAVINST 1710.7.

• **What would be an appropriate farewell?**

According to Navy Regs, Chapter 10, full honors are prescribed for the farewell however, note paragraph 1037 (p. 50). It states, "(ashore, the single gun salute, when prescribed below, shall be fired on arrival instead of on departure)". Depending upon how one interprets this the arrival honors may be all the visiting CNO receives, but, since his gun salute lists 19 twice so he should receive both arrival and departure honors.

NOTE: From the school of hard knocks - most of the high ranking officers that visit the United States receive honors in Washington only so you don't have to sweat this stuff.

Insert OPNAVINST 1710.7 sections, NTP 13 (A) section and Chapter 10 Navy Regs section

OPNAVINST 1710.7
17 JUL 1979

Defense personnel. When individuals do not hold such official positions, consider their prominence within their own career areas.

Order Of Precedence

The President
The Vice President
Governor of a State (when in his/her own State) according to each state's entry into the union
The Speaker of the House of Representatives
The Chief Justice of the Supreme Court
Former Presidents of the United States
The Secretary of State
Ambassadors of foreign countries accredited to the United States (in order of the presentation of credentials)
Ministers of foreign countries accredited to the United States (only those ministers who are chiefs of diplomatic missions: in order of the presentation of credentials)
Associate Justices of the Supreme Court (by date of appointment)
The Cabinet (other than the Secretary of State)
The Secretary of the Treasury
The Secretary of Defense
The Attorney General
The Secretary of the Interior
The Secretary of Agriculture
The Secretary of Commerce
The Secretary of Labor
The Secretary of Health, Education, and Welfare
The Secretary of Housing and Urban Development
The Secretary of Transportation
The Secretary of Energy
The President Pro Tempore of the Senate
Former Governors
Senators (according to the number of years they have served)
Governors of States (when outside their own States. Relative precedence determined by their State's date of admission to the union, or alphabetically by State)
Acting heads of executive departments (e.g. Acting Secretary of Defense)
Former Vice Presidents of the United States
Congressmen (according to the length of continuous service. If the latter is the same, arrange by date of their State's admission to the Union or alphabetically by State)
Delegates of territories (Puerto Rico, Guam)
Chargé d'Affaires of foreign countries
Former Secretaries of State

OPNAVINST 1710.7
17 JUL 1979

The Deputy and Under Secretaries of executive departments (e.g., the Deputy Secretary of Defense)

Secretaries of the military departments (Army, Navy, Air Force, in that order)

Chairman, Joint Chiefs of Staff

Retired Chairman, Joint Chiefs of Staff

Members, Joint Chiefs of Staff (Army, Air Force and Navy and Marine Corps, by date of appointment to JCS)

Retired Service Chiefs

Five Star Generals and Admirals

Director, Central Intelligence Agency

Commandant of the Coast Guard

U.S. Ambassadors accompanying foreign chiefs of state on a State visit.

U.S. Ambassadors (on assignment within the United States)

Assistant Secretaries of executive departments (by date of appointment)

Judges of the U.S. Court of Military Appeals

Under Secretaries of the Military departments (Army, Navy, Air Force, in that order)

Governors of territories

Generals and Admirals (four star grade)

Assistant Secretaries of military establishments (Army, Navy, Air Force by date of appointment within each service)

The Special Assistant to the Secretary and Deputy Secretary of Defense

Assistants to the Secretary of Defense

General Counsels of military departments

Deputy Under Secretaries of Defense (by date of appointment)

Three Star Military

Principal Deputy Assistant Secretaries of Defense and Deputy General Counsel of the Department of Defense (by date of appointment)

Former foreign ambassadors

Former U.S. Ambassadors and Ministers of foreign countries

Ministers of foreign powers (not accredited heads of missions)

Deputy Assistant Secretaries of executive departments and deputy counsels

Deputy Under Secretaries of the Army, Navy and Air Force (by date of appointment within each service)

Counselors of foreign embassies

Consuls general of foreign powers

GS-18

Two star military (Rear Admiral, upper half)

Deputy Assistant Secretaries of military departments (by date of appointment)

OPNAVINST 1710.7
17 JUL 1979

Heads of offices, Office of the Secretary of
Defense

GS-17

One star military (Rear Admiral, lower half and
Commodore)

Heads of offices of military departments

Foreign consuls

GS-16

Captains and Colonels

GS-15

NOTES

1. A mayor does not easily fit into the listing because there is a marked difference between the position of mayor in a very large city and the mayor of a small town. The former could fall after a three star military officer, whereas the latter could follow a colonel or captain.

2. Refer to ANNEX A for the Order of Precedence among members of the Armed Forces of the U.S. when in formation.

3. ANNEX B is a general equivalence chart comparing Military, Government Service, and Diplomatic Officers.





OPNAVINST 1710.7
17 JUL 1979

MILITARY

Position	Envelope	Invitation
Admiral	<i>Official</i> Admiral <i>John Paul</i> Ryan, USN Position Title <i>Social</i> Admiral and <i>Mrs. John Paul</i> Ryan	Admiral and <i>Mrs.</i> Ryan
General, lieutenant general, major general, brigadier general	<i>Official</i> Lieutenant General <i>James</i> <i>Day</i> Ryan, USA Position Title <i>Social</i> Lieutenant General and <i>Mrs. James Day</i> Ryan	General and <i>Mrs.</i> Ryan
Vice admiral ¹²	<i>Official</i> Vice Admiral <i>Paul</i> Ryan, USN Position Title <i>Social</i> Vice Admiral and <i>Mrs. Paul</i> Ryan	Vice Admiral and <i>Mrs.</i> Ryan
British and Commonwealth Navies ¹³	<i>Official</i> Admiral of the Fleet <i>Sir Peter</i> Ryan, GCB, DSO <i>Social</i> Admiral of the Fleet <i>Sir Peter</i> Ryan and <i>Lady</i> Ryan	Admiral of the Fleet <i>Sir Peter</i> Ryan and <i>Lady</i> Ryan

¹²The specific rank of naval officers is customarily used on invitations and place cards as well as on envelopes.

¹³The letters "R.N." are placed after any other initials following the surnames of Royal Navy officers, except flag officers who do not use the R.N. at all.

OPNAVINST 1710.7
17 JUL 1979

Place Card	Salutation	Complimentary Close	Conversation
Admiral Ryan <i>Mrs. Ryan</i>	Dear Admiral Ryan:	Sincerely yours,	Admiral Ryan <i>Mrs. Ryan</i>
General Ryan <i>Mrs. Ryan</i>	Dear General Ryan:	Sincerely yours,	General Ryan <i>Mrs. Ryan</i>
Vice Admiral Ryan <i>Mrs. Ryan</i>	Dear Admiral Ryan:	Sincerely yours,	Admiral Ryan <i>Mrs. Ryan</i>
Admiral of the Fleet <i>Sir Peter Ryan</i> <i>Lady Ryan</i>	Dear Admiral Ryan: Dear <i>Sir Peter</i> :	Sincerely yours,	Admiral Ryan or <i>Sir Peter</i> <i>Lady Ryan</i>



OPNAVINST 1710.7
17 JUL 1979

INTRODUCTIONS

in conversation	announced as
"Admiral <i>John</i> Ryan"	"Admiral <i>John</i> Ryan (position title)"
"Lieutenant General <i>James</i> Ryan"	"Lieutenant General <i>James</i> Ryan, (position title)"
"Vice Admiral <i>Paul</i> Ryan"	"Vice Admiral <i>Paul</i> Ryan, (position title)"
"Admiral Sir Peter Ryan"	"Admiral of the Fleet, <i>Sir Peter</i> Ryan"



OPNAVINST 1710.7
17 JUL 1979

	NO BEEF	NO PORK	NO RESTRICTIONS	OTHER
PAKISTAN		X		No alcohol
PANAMA			X	
PARAGUAY			X	
PERU			X	
PHILIPPINES			X	
POLAND			X	
PORTUGAL			X	
ROMANIA			X	
SAUDI ARABIA		X		No alcohol
SOUTH AFRICA			X	
SPAIN			X	
SRI LANKA	X			No fish No eggs
SUDAN		X		
SWEDEN			X	
SWITZERLAND			X	
THAILAND	X			
TUNISIA		X		
TURKEY		X		
USSR			X	
URUGUAY			X	
VENEZUELA			X	
YUGOSLAVIA			X	
ZAIRE			X	

CHAPTER 10

TOASTS

A toast is a verbal greeting and tribute to the guest of honor and rendered to him or her by the departmental officials who host the dinner or luncheon. Propose the toast towards the end of the dessert course. The toast usually begins with a welcome to the guest of honor. If visitor is accompanied by his or her spouse, you may refer to the spouse in the toast. Examples of toasts for foreign guests are at the end of this section.

Toasts express good will toward others on a social occasion. They are offered at receptions, dinners, dinings-in and out or on other occasions.

Toasting originated with the English custom of flavoring wine with a piece of browned and spiced toast. In 1709, Sir Richard Steels wrote of a lady whose name was supposed to flavor a wine like spiced toast. Thus evolved the notion that the individual or institution honored with a toast would add flavor to the wine.

Today we honor individuals and/or institutions by raising our glasses in a salute while expressing good wishes and drinking to that salute. Etiquette calls for everyone to participate in a toast. Even nondrinkers should at least raise the glass to their lips.

Those offering a toast, man or woman, should stand, raise the glass in a salute while uttering the expression of good will. Meanwhile, the individual(s) being toasted should remain seated, nod in acknowledgement, and refrain from drinking to their own toast. Later, they may stand, thank the others, and offer a toast in return.

The one who initiates the toasting is the host at a very formal occasion, Mr/Madam Vice at a dining-in/out, or any guest when the occasion is very informal. The subject of the toast is always based upon the type of occasion. General toasts would be "To your health", or to "Success and happiness", while special occasions such as weddings or birthdays would require toasts more specific in nature such as "To Mary and John for a lifetime of happiness and love" in the case of a wedding, or on a birthday "May your next 25 years be as happy and as successful as your first 25 years". More guidance on wedding toasts is in the section on the military wedding.

Ceremonial Toasts

When the formality of ceremonial toasts is to be observed on state occasions, arrange beforehand the order and subject of all toasts. It is the responsibility of the host to inform the guest of honor which toasts will be offered and when. The rule here is that the host proposes all toasts and the guest answers in kind. Such toasts are initiated by the host, during or after dessert wine is served. The experienced guest is always careful to leave enough champagne in his glass toward the end of the meal to be able to join in several toasts.

Always stand while drinking a toast to a Chief of State. The toast to the ruler of the country of the foreign guest of honor is always the first toast proposed on a state occasion. A few minutes after the guests have seated themselves again, the senior representative of the country honored rises and proposes a toast to the ruler of the host's country. All the guests rise again to drink this toast.

These initial toasts may be followed by others to the countries or the services represented by the guests, and/or to the guest of honor and the host. There may be brief speeches which fit the occasion. Example: Suppose the occasion is a black tie dinner hosted by the Commander, Fifteenth Air Force in honor of the Ambassador of Great Britain. The following would apply:

The Fifteenth Air Force Commander would stand after the dessert wine has been served and would raise his/her glass, saying:

"To Her Majesty the Queen."

All the guests should stand and raise their glasses and toast the Queen. This may be followed by the playing of the British National Anthem.

Moments later, the Ambassador would stand, raise his/her glass and say, "To the President of the United States." All guests would stand and toast the President. This may be followed by the U.S. National Anthem.

Other toasts may follow, such as:

15 AF/CC: "To the Chief of Air Staff."

British Ambassador: "To the Fifteenth Air Force Commander."

15 AF/CC: "May the bonds of friendship which tie our countries and air forces together continue to strengthen in the future."

British Ambassador: "To the proud traditions of the U.S. Air Force and her many gallant leaders."

When the guests represent more than one nation, the host/hostess proposes a collective toast to the heads of their several states, naming them in the order of the seniority of the representatives present. The highest ranking foreign officer among the guests will respond on behalf of all the guests by toasting the head of state of the host's country.

Since governments and titles change, it is essential to verify their accuracy beforehand.

Note that the position is toasted, so don't mention the individual's name.

At a service organization dinner, the dinner chairman proposes the first toast to the head of the organization.

British Customs

At an official dinner given by a British official for a high-ranking U.S. officer, the former rises during or after dessert to toast the President of the United States, and then the orchestra, if present, plays "The Star-Spangled Banner." After the guests are seated, the guest of honor rises to toast "Her Majesty, the Queen," and the orchestra plays "God Save the Queen." If other monarchies are represented at the dinner, the honored guest would say, "Her Majesty, Queen Elizabeth II." These toasts are sometime followed by short speeches and toasts to the services represented.

Scandinavian Customs

Ceremonial toasts are less usual in the Scandinavian countries. Rather, the host/hostess "skoals" each guest. No one drinks wine until after the host/hostess has offered a general skool of welcome. Skoaling then continues throughout the meal among the guests. The ladies must be alert to respond to individual skoals from the gentlemen, for each gentleman skoals a lady sitting at his right at least once.

The procedure is to raise one's glass slightly from the table, and looking directly into your partner's eyes, draw the glass down and toward the body, bow slightly, say "skoal," drink, and salute again with your glass before putting it down. The skool received must be returned a few minutes later.

Specific customs of individual countries should be understood prior to attending social functions; for example, in Norway an additional procedure is for the guest of honor to thank the host/hostess with a toast at the end of the meal.

In Sweden, the hostess is never skoaled by a guest during a formal or semi-formal dinner.

Toasts to Foreigners

KING: "His Majesty King _____"
QUEEN: "Her Majesty Queen _____"
PRESIDENT: "His Excellency _____, President of _____"
PRIME MINISTER: "His Excellency _____, Prime Minister of _____"
GOVERNOR GENERAL: "His Excellency _____, Governor of _____"

(NOTE: Toasts are to individuals, never to places or things. Desk Officers at the Department of State for each country have the correct toasts. "Hear" response is used after the individuals have been toasted and there is further toasting.)

AFGHANISTAN: Toast: To His Excellency, the President of the Democratic Republic of Afghanistan.
Response: To His Excellency.

ARGENTINA: Toast: To His Excellency, the President of the Argentine Nation.
Response: To His Excellency.

AUSTRALIA: Toast: To Her Majesty, the Queen of Australia.
Response: To Her Majesty.

AUSTRIA: Toast: To His Excellency, the Federal President of the Republic of Austria.
Response: To His Excellency.

BANGLADESH: Toast: To His Excellency, the President of the People's Republic of Bangladesh.
Response: To His Excellency.

BELGIUM: Toast: To His Majesty, the King of Belgium.
Response: To His Majesty.

BOLIVIA: Toast: To His Excellency, the President of Bolivia.
Response: To His Excellency.

BRAZIL: Toast: To His Excellency, the President of Brazil.
Response: To His Excellency.

BURMA: Toast: To His Excellency, the President of Burma.
Response: To His Excellency.

CAMBODIA: Toast: To the State Presidium of the Democratic Kampuchea.
Response: To the State Presidium.

CANADA: Toast: To Her Majesty the Queen.
Response: To Her Majesty.

CHILE: Toast: To His Excellency, the President of the Republic of Chile.
Response: To His Excellency.

CHINA: Toast: To His Excellency, the Chairman of the Central Committee of the
Communist Party of the People's Republic of China.
Response: To His Excellency.

COLOMBIA: Toast: To His Excellency, the President of the Republic of Colombia.
Response: To His Excellency.

DENMARK: Toast: To Her Majesty, the Queen of Denmark.
Response: To Her Majesty.

DOMINICAN
REPUBLIC: Toast: To His Excellency, the President of the Dominican
Republic.
Response: To His Excellency.

ECUADOR: Toast: To His Excellency, the President of Ecuador.
Response: To His Excellency.

EGYPT: Toast: To His Excellency, the President of the Arab Republic of Egypt.
Response: To His Excellency.

EL SALVADOR: Toast: To His Excellency, the President of El Salvador.
Response: To His Excellency.

ETHIOPIA: Toast: To His Excellency, The Chairman of the Provisional Military Govern-
ment of Socialist Ethiopia.
Response: To His Excellency.

FRANCE: Toast: To His Excellency, the President of the Republic of France.
Response: To His Excellency.

GERMANY: Toast: To His Excellency, the President of the Federal Republic of Germany.
Response: To His Excellency.

GHANA: Toast: To His Excellency, the Chairman of the Supreme Military Council of
the Republic of Ghana.
Response: To His Excellency.

GREECE: Toast: To His Excellency, the President of the Hellenic Republic.
Response: To His Excellency.

GUATEMALA: Toast: To His Excellency, the President of Guatemala.
Response: To His Excellency.

HONDURAS: Toast: To His Excellency, the President of the Republic of Honduras.
Response: To His Excellency.

INDIA: Toast: To His Excellency, the President of India.
Response: To His Excellency.

INDONESIA: Toast: To His Excellency, the President of the Republic of Indonesia.
Response: To His Excellency.

IRELAND: Toast: To His Excellency, the President of Ireland.
Response: To His Excellency.

AEL: Toast: To His Excellency, the President of Israel.
Response: To His Excellency.

ITALY: Toast: To His Excellency, the President of the Italian Republic.
Response: To His Excellency.

JAMAICA: Toast: To the Governor General of Jamaica.
Response: To the Governor General.

JAPAN: Toast: To His Imperial Majesty, the Emperor of Japan.
Response: To the Emperor.

JORDAN: Toast: To His Majesty, the King of the Hashemite Kingdom of Jordan.
Response: To His Majesty.

KENYA: Toast: To His Excellency, the President of the Republic of Kenya.
Response: To His Excellency.

KOREA: Toast: To the President of the Republic of Korea.
Response: To the President.

KUWAIT: Toast: To His Highness, the Emir of the State of Kuwait.
Response: To His Highness.

LAOS: Toast: To the President of the Lao People's Democratic Republic.
Response: To the President.

LEBANON: Toast: To His Excellency, the President of the Republic of Lebanon.
Response: To His Excellency.

MALAYSIA: Toast: To His Excellency, the Supreme Head of Malaysia.
Response: To His Excellency.

MEXICO: Toast: To His Excellency, the President of the United Mexican States.
Response: To His Excellency.

MOROCCO: Toast: To His Majesty, the King of Morocco.
Response: To His Majesty.

NETHERLANDS: Toast: To Her Majesty, the Queen of the Netherlands.
Response: To Her Majesty.

NICARAGUA: Toast: To His Excellency, the President of Nicaragua.
Response: To His Excellency.

NIGERIA: Toast: To His Excellency, Head of the Federal Military Government and
Commander in Chief of the Armed Forces of the Federal Republic of
Nigeria.
Response: To His Excellency.

NORWAY: Toast: To His Majesty, the King of Norway.
Response: To His Majesty.

PAKISTAN: Toast: To His Excellency, the President of the Islamic Republic of
Pakistan.
Response: To His Excellency.

PANAMA: Toast: To His Excellency, The President of the Republic of Panama.
Response: To His Excellency.

PARAGUAY: Toast: To His Excellency, the President of Paraguay.
Response: To His Excellency.

PERU: Toast: To His Excellency, the President of the Republic of Peru.
Response: To His Excellency.

PHILIPPINES: Toast: To the President of the Philippines.
Response: To the President.

PORTUGAL: Toast: To His Excellency, the President of the Republic of Portugal.
Response: To His Excellency.

SAUDI ARABIA: Toast: To His Majesty, the King of Saudi Arabia.
Response: To His Majesty.

INGAPORE: Toast: To the President of the Republic of Singapore.
Response: To the President.

SOUTH AFRICA: Toast: To His Excellency, the President of the Republic of South Africa.
Response: To His Excellency.

SPAIN: Toast: To His Majesty, the King of Spain.
Response: To His Majesty.

SRI LANKA: Toast: To His Excellency, the President of the Democratic Socialist
Republic of Sri Lanka.
Response: To His Excellency.

SWEDEN: Toast: To His Majesty, the King of Sweden.
Response: To His Majesty.

SWITZERLAND: Toast: To His Excellency, the President of the Swiss Confederation.
Response: To His Excellency.

THAILAND: Toast: To His Majesty, the President of Thailand.
Response: To His Majesty.

TUNISIA: Toast: To His Excellency, the President of the Republic of Tunisia.
Response: To His Excellency.

TURKEY: Toast: To His Excellency, the President of the Republic of Turkey.
Response: To the President.

UNITED KINGDOM: Toast: To Her Majesty Queen Elizabeth II.
Response: To Her Majesty.

UNITED STATES: Toast: To the President of the United States of America.
Response: To the President.

URUGUAY: Toast: To the Chief of State of Uruguay (Uruguay is ruled by a council).
Response: To the Chief of State.

VENEZUELA: Toast: To His Excellency, the President of the Republic of Venezuela.
Response: To the President.

VIETNAM: Toast: To the President of the Socialist Republic of Vietnam.
Response: To the President.

YUGOSLAVIA: Toast: To His Excellency, the President of the Socialist Federal Republic
of Yugoslavia.
Response: To His Excellency.

ZAIRE: Toast: To His Excellency, the President of the Republic of Zaire.
Response: To His Excellency.

ORDER OF PRECEDENCE
DEPARTMENT OF DEFENSE

CODE 2

Secretary of Defense
Deputy Secretary of Defense
Secretary of the Army
Secretary of the Navy
Secretary of the Air Force
Chairman, JCS
Retired Chairman, JCS
Chiefs of Staff and Chief of Naval Operations (by date appointment)
Commandant of the Marine Corps
Retired Chiefs of Service
General of the Army (5 star)
Under Secretary of Defense for Policy
Under Secretary of Defense for Research and Engineering

CODE 3

Assistant Secretaries of Defense, General Counsel of the Department of Defense, and Advisor to Secretary and Deputy of Secretary of Defense for NATO Affairs (by date of appointment)

Under Secretary of the Army
Under Secretary of the Navy
Under Secretary of the Air Force
Commanders in Chief of Unified and Specified Commands of four star grade (by date of appointment)
Retired Commanders in Chief of Unified and Specified Commands of four star grade
Vice Chiefs of Staff and Vice Chief of Naval Operations (by date of appointment)
Assistant Commandant of the Marine Corps
Generals and Admirals (four star)
Assistant Secretaries of the Army, Navy and Air Force (by date of appointment within each service)
The Special Assistant to the Secretary and Deputy Secretary of Defense
Assistants to the Secretary of Defense
Commanders in Chief of Unified and Specified Commands of three star grade (by date of appointment)
Retired Commanders in Chief of Unified and Specified Commands of three star grade

CODE 4

General Counsels of the Army, Navy and Air Force
Deputy Under Secretaries of Defense (by date of appointment)
Lieutenant Generals and Vice Admirals (three star)
Retired Lieutenant Generals and Vice Admirals (three star)
Principal Deputy Assistant Secretaries of Defense and Deputy General Counsel of the Department of Defense (by date of appointment)
Deputy Assistant Secretaries of Defense and Assistant General Counsels of the Department of Defense (by date of appointment)
Deputy Under Secretaries of the Army, Navy and Air Force (by date of appointment of within each service)
GS-18 civilian and equivalent

CODE 5

Major Generals and Rear Admirals of the upper half (two star)
Deputy Assistant Secretaries and Deputy General Counsels of the Army, Navy and Air Force (by date of appointment with each service)
GS-17 civilians and equivalent

CODE 6

Brigadier Generals and Rear Admiral (lower half) and Commodore (one star)
GS-16 civilians and equivalent

CODE 7

Colonels and Navy Captains
GS-15 civilians

PROTOCOL OFFICER for the SECRETARY OF DEFENSE
The Pentagon (202) 697-7064

Admiral
Vice Admiral

Rear Admiral (upper)
Rear Admiral (lower)/
Commodore
Captain

Commander

Lieutenant Commander
Lieutenant
Lientenant (JG)
Ensign

Ambassador
Minister

FSO-1
GS-17/18
GS-16
FSO-2
GS-15/14
FSO-3
GS-13/12
FSO-4
FSO-5
FSO-6
FSO-7
FSO-8

Some GS civilian personnel rank according to position, i.e, Secretary and Assistant Secretary of State and Military Departments.

Above comparable ranks taken from DOD pamphlet.

UNCLASSIFIED

NTP 13(2)

01.05.0001 0001-0001

During honors when honors are rendered, the OOD should challenge an approaching boat as soon as possible by raising his arm with his fist closed in the direction of the boat. He should then hold a long glass or binoculars on the coxswain. The coxswain should reply to this challenge by holding up the number of fingers corresponding to the number of sideboys which should be standing by to honor the senior officer of the boat. A wave-off from the coxswain would indicate no sideboys.

All boats approaching a Navy ship at night should be hailed as soon as they are within range of the searchlight. The watch aboard ship will call out "boat ahoy". The approaching boat then reply with the appropriate word or phrase as contained in the following table. The highest officer or official aboard the boat:

OFFICER OF THE BOAT	COXSWAIN'S REPLY
Secretary of the Navy or an Assistant Secretary of the Navy	United States
Secretary, Under Secretary or an Assistant Secretary of the Navy	Defense
Secretary, Under Secretary or an Assistant Secretary of the Navy	Navy
Chairman of the Joint Chiefs of Staff	Joint Chiefs of Staff
Chief of Naval Operations or the Vice Chief of Naval Operations	Naval Operations
Fleet, Force or Type Commander	____ Fleet or abbreviation of administrative title, i.e., PACFLT.
A Flag Officer	Flag Officer
A Chief of Staff/Chief Staff Officer	Staff
A Flotilla/Group Commander	* ____ Plot/Gru ____ (type) (number)
A Squadron Commander	* ____ Ron ____ (type) (number)
A Division Commander	* ____ Div ____ (type) (number)
A Marine Officer Commanding a Brigade	Brigade Commander
A Commanding Officer of a Ship or Station	____ (Name of Ship or Station).
A Marine Officer Commanding a Regiment	Regimental Commander
Any Other Commissioned Officer	Aye, Aye
Any Other Uncommissioned Officer	No, No.
Unsaluted	Hello
A Boat not intending to go along-	Passing
____, (rank) of rank of passenger	

*The type abbreviation used, for example, is CRUESGRU FIVE, SERVGRU ONE, PHIBRON SIX and MINEDIV TWO TWO.

Best Available Copy

UNCLASSIFIED

5-3

Change No.

1033. Crew at Quarters on Entering or Leaving Port.

The crew shall be paraded at quarters during daylight on entering or leaving port on occasions of ceremony except when weather or other circumstances make it impracticable or undesirable to do so. Ordinarily, occasions of ceremony shall be construed as visits that are not operational, at homeport when departing for or returning from a lengthy deployment, and visits to foreign ports not visited recently, and other special occasions so determined by a superior. In lieu of parading the entire crew at quarters, an honor guard may be paraded in a conspicuous place on weather decks.

1034. Definitions.

1. The term "official visit" shall be construed to mean a formal visit of courtesy requiring special honors and ceremonies.

2. The term "call" shall be construed to mean an informal visit of courtesy requiring no special ceremonies.

1035. Table of Honors for Official Visits of United States Officers.

Except as modified or dispensed with by these regulations, the honors prescribed in this table shall be rendered by a ship or station on the occasion of the official visits of the following United States officers (ashore, the single gun salute, when prescribed below, shall be fired on arrival instead of on departure):

Flag gangway - when you don't know - Rear Admiral, U.S. Navy arriving

Don't bang CAPT with COMO title - bang by rank, NOT POSITION Officer	Uniform	Gun Salute		Ruffles and Flourishes	Music	Guard	Side boys ²
		Arrival	Departure				
Chairman, Joint Chiefs of Staff ³	Full dress	19	19	4	General's or Admiral's march	Full	8
Chief of Staff, U.S. Army ³	Do	19	19	4	General's march	Do	8
Chief of Naval Operations ^{3,6}	Do	19	19	4	Admiral's march	Do	8
Chief of Staff, U.S. Air Force ³	Do	19	19	4	General's march	Do	8
Commandant of the Marine Corps ^{3,6}	Do	19	19	4	Admiral's march	Do	8
Commandant of the Coast Guard ³	Do	19	19	4	Admiral's march	Do	8
General of the Army ³	Do	19	19	4	General's march	Do	8
Fleet Admiral ³	Do	19	19	4	Admiral's march	Do	8
General of the Air Force ³	Do	19	19	4	General's march	Do	8
Generals ⁴	Do	17	17	4	do ¹	Do	8
Admirals ⁴	Do	17	17	4	Admiral's march	Do	8
* Naval or other Military Governor, commissioned as such by the President, within the area of his jurisdiction.	Do		17	4	General's ¹ or Admiral's march	Do	8
Vice Admiral or Lieutenant General ⁵	Do		15	3	do ¹	Do	8
Rear Admiral or Major General	Do		13	2	do ¹	Do	6
Commodore or Brigadier General	Do		11	1	do ¹	Do	6
□ Captain, Commander, Colonel, or Lieutenant Colonel	Of the day					Of the day	4
Other commissioned officers	Do					Do	2

¹ Marine Corps general officers receive the Admiral's March.

² Not appropriate on shore installations.

³ Take precedence, in order, after Secretary of the Air Force, (Art. 1036 Table)

⁴ Take precedence after Under Secretary of the Air Force, (Art. 1036 Table)

⁵ Take precedence after other Under Secretaries of Cabinet, (Art. 1036 Table)

⁶ On official occasions, honors may be rendered to retired flag and general officers with their permission and at discretion of local commanders. Honors so rendered will be in accord with retired grade except former Chiefs of Naval Operations and former Commandants of the Marine Corps will receive the honors prescribed for those officers.

1036. Table of Honors for Official Visits of United States Civil Officials.

Except as modified or dispensed with by these regulations, the honors prescribed in this table shall be rendered by a ship or station on the occasion of the

official visit of the following United States civil officials. (Ashore, the single gun salute, when prescribed below, shall be fired on arrival instead of on departure.)

(SEE FOLLOWING PAGES FOR TABLE)

* Admirals March now called "Flag Officers' March"

□ CDR - If CO's of a Squadron
CO of a ship - 4 BONGS

Honors and Ceremonies

1037. Table of Honors for Official Visits of Foreign Officials and Officers.

Except as modified or dispensed with by these regulations, the honors prescribed in this table shall be

rendered by a ship or station on the occasion of the official visit of the following foreign officials and officers (ashore, the single gun salute, when prescribed below, shall be fired on arrival instead of on departure):

Official or officer	Uniform	Gun Salute		Ruffles and Flourishes	Music	Guard	Side boys ¹	Crew ¹	Flag		
		Arrival	Departure						What	Where	During
President or Sovereign.	Full dress	21	21	4	Foreign national anthem	Full	8	Man rail	Foreign ensign	Main Truck	Visit
Member of reigning royal family.	do	21	21	4	do	do	8	do	do	do	Salute
Prime Minister or other cabinet officer.	do		19	4	Admiral's march	do	8		do	Fore Truck	do
Officer of armed forces, diplomatic or consular representative in country to which accredited, or other distinguished official.	<p>Civil officials: Honors as for official of the United States of comparable position. For example, foreign civil officials, occupying positions comparable to U.S. Department of Defense civil officials, shall receive equivalent honors.</p> <p>Officers of Armed Forces: Honors as for officer of the United States of the same grade, except, that equivalent honors shall be rendered to foreign officers who occupy a position comparable to Chairman JCS, CNO, Chief of Staff Army, Chief of Staff Air Force, or CMC.</p> <p>Honors as prescribed by the senior officer present; such honors normally shall be those accorded the foreign official when visiting officially, a ship of his own nation, but a gun salute, if prescribed, shall not exceed 19 guns.</p>										

¹Not appropriate on shore installations.

1038. Table of Precedence of Diplomatic and Consular Representatives.

A diplomatic representative in a country to which accredited, and a consular representative in a district to which assigned, takes precedence as follows:

Official	Takes precedence
Chief of a United States diplomatic mission, including a Charge d' Affaires. ¹	Over any officer of the armed service of the United States; and over any United States civil official, except the Secretary of State, whose official salute is less than 21 guns.
Career Minister	With, but before, commodore or brigadier general.
Counselor	With, but after, commodore or brigadier general
First Secretary, when no Counselor is assigned	
Consul General, or Consul or Vice Consul or Deputy Consul General when in charge of a Consulate General	
First Secretary, when a Counselor is assigned	
Consul or Vice Consul when in charge of a Consulate	With, but after, captain in the Navy.
Second Secretary	With, but after, lieutenant in the Navy.
Vice Consul	
Third Secretary	
Consular Agent	

¹An acting chief of a United States diplomatic mission when holding the title of Charge d' Affaires takes precedence as specified in this table but shall be accorded the honors specified for a Charge d' Affaires on the occasion of an official visit.

4.4 Instruction/Resource Familiarization

4.4.1 List two resources found on base that could assist subject after a counseling session on tardiness.

4.4.2 List the instructions you would like on hand as a department head and explain why they are needed.

4.4.1

See handout on resources provided by LMET. Review sources that are familiar to group - exchange information on worth of each resource.

Course Summary

Now that all of this information has been presented to you will it do any good - will it be worthwhile? Only if you use it and your superiors support it. Hopefully, you will now be able to see how many of the sections tie together which will allow you to pick and choose the areas you think will work for you. When you look back on the qualities of the best leaders you have worked for it is likely that these people reflected these two qualities - a sense of justice and a sense of caring/compassion.

"From the duality [justice and compassion] comes a developed conscience prepared, when necessary, to challenge defects in either the ethic of culture or the ethic of concepts. Character's companion - indeed, it's twin - is conscience, the ability to discriminate right from wrong, to prioritize values, to blame or approve an act, to rejoice over good acts and repent over evil ones. . . good conscience animates good character so powerfully that it becomes the moral manager's special quality (Walton, 1989, pp. 193-4)."

HOW TO MAKE A REFERRAL

There are a number of factors to consider when referring a person to a helping resource.

Decide whether a person needs help that goes beyond your training.

Some questions to consider in the appraisal would be:

1. What is the person asking of me?
2. What is the severity of the problem?
3. In what areas does the problem exist?
4. Who is involved other than the person seeking help?
5. What are the consequences of this person's or my actions?
6. What additional information is needed to solve the problem?
7. What support is this person asking for?
8. Is the problem similar to other problems I have dealt with?

Initiate the referral promptly.

Once you have a thorough understanding of the problem and the surrounding circumstances and have made the decision to refer the person to outside help, you should take action promptly. There are a number of ways to take this action successfully.

1. Ask a friend of the person in need of help to suggest that he or she seek help.
2. Make a direct command. Tell the person in need of help that he or she must seek out a helping resource.
3. Suggest that he or she call a specific agency or professional service.
4. Explain that you have done all you can and that any further progress toward a solution would call for the use of another resource.
5. With the person's permission, alert the helping resource and suggest that the resource contact the person.

Suggest the outside helping resource in a calm and direct manner.

In order not to alarm the person about his or her situation or force the person into seeking help, keep the following in mind:

1. Be specific and direct in suggesting the helping resource. Do not give vague hints to the subordinate about the severity of his or her problem.
2. Remain calm and relaxed, even if the problem is a serious one. One of your greatest assets in referring is to maintain a self-assured attitude.
3. Do not overreact emotionally to the situation.
4. Do not push or manipulate the person to seek help by using reward or discipline.

Follow up.

A referral does not end when you finish your conversation with the person or when the person decides to seek outside help. You should:

1. See to it that the resource person or agency receives pertinent information about the subordinate (within the boundaries of confidentiality).
2. Check to see if the person has sought help. It is preferable to ask the person directly if he or she made contact with the helping resource rather than to contact the agency without the person's knowledge.

NAVY HELPING RESOURCES

The Division Officer may encounter situations where it is necessary to refer persons being counseled to other sources for assistance. The superior Division Officer possesses the ability to recognize situations where referral is necessary and assists the counselee in obtaining maximum benefit from these referrals.

Examples of situations where referral would be appropriate include: substance abuse, psychological problems or behavioral disorders, medical problems of a physical nature, personal limitations such as a personality conflict with the counselee, inability to relate to or comprehend a counselee's problem.

In each instance, the key to successful referral lies not in the ability to diagnose a problem, but rather in the ability to recognize those signs or symptoms which indicate referral to appropriate sources.

To assist Division Officers in fulfilling their advising and counseling responsibilities with regard to referral, the Navy has developed an impressive array of helping resources. A listing of these helping resources is provided for reference.

Helping Resources

Capability

Alcohol Rehabilitation Center/
Alcohol Rehabilitation Services
(ARCs and ARSs)

Alcohol abuse and related physical
disorders

Counseling and Assistance Centers
(CAACs)

Substance abuse and psychological
disorders

Chaplain Corps

Personal problems and religious
counseling

Command Ombudsman

Community orientation and family
orientation to the command and Navy
life

Credit Union (Navy, Federal)

Financial assistance to include
saving and loan advice as well as
family financial planning

Educational Services

Educational assistance to include
degree-granting programs,
correspondence courses and in-service
educational benefits

Helping Resource

Capability

Human Resource Management Centers/ Human Resource Management Detachments (HRMCs and HRMDs)	Human resource management training assistance, human resource availabili- ties, equal opportunity and discrimina- tion complaint advice
Command Master or Senior Chief (CMC or CSC)	Internal problem solving related to the organizational chain of command
Navy Relief Society	Loans and outright grants to alleviate financial emergencies, also family budget counseling
Naval Legal Service Offices (NLSOs)	Legal advice to include wills, power of attorney and notarizing service
American Red Cross	Emergency assistance of all types to include Emergency Leave verification and travel assistance
Regional Medical Centers (NRMCS)	Physical and psychological problems and disorders diagnosed
Veterans Administration (VA)	Veteran's Benefits and Survivor's Benefits advice
Civilian Health and Medical Program of the Uniformed Services (CHAMPUS)	Health care benefits and eligibility advice
Command Career Counselor	Career information to include Navy rights and benefits

In addition to local offices which represent various Navy helping resources, Navy personnel and their dependents can correspond or speak with the central offices which coordinate Navy-wide assistance activities.

Where Navy People Can Get Help

Chief of Chaplain (OP-01H)
Department of the Navy
Washington, DC 20350

Department of Defense Department
Schools
Hoffman 1 Room 152
2461 Eisenhower Ave.
Alexandria, VA 22331

Navy Family Ombudsman Program
Naval Military Personnel Command
(NMPC-71)
Department of the Navy
Washington DC 20370

Dependents' Scholarship Program
Naval Military Personnel Command
(NMPC-71)
Washington, DC 20370

Navy Relief Society Headquarters
801 No. Randolph St., Room 1228
Arlington, VA. 22203
PH: (202) 696-4904
AUTOVON 226-4904

American Red Cross National
Headquarters
17th and D Streets, NW
Washington, DC 20006

Navy Wives Clubs of America
P.O. Box 6971
Washington, DC 20032

Navy Wifeline Association
Washington Navy Yard, Bldg. 210
Washington, DC 20374
PH: (202) 433-2333 AUTOVON 288-2333

Navy Mutual Aid Society
Navy Department
Washington, DC 20370

Fleet Reserve Association
1303 New Hampshire Ave. NW
Washington, DC 20036

Decedent Affairs Branch
Bureau of Navy Medicine and
Surgery
Department of the Navy
Washington, DC 20372

Casualty Assistance
Navy Military Personnel Command
(NMPC-732)
Department of the Navy
Washington, DC 20370

To further assist Navy personnel and their dependent who have personal problems of an immediate nature and who would prefer to receive advice or counseling of an anonymous nature, the Navy Counseling and Assistance Center (CAAC), located in Washington, D.C., has established a counseling hot-line called CounselLine. CounselLine is manned from 0800 to 1600 daily and is geared to provide assistance by playing self-help tape recordings over the phone in response to requests for assistance. Each tape runs approximately seven minutes and permits the caller to remain unidentified. CounselLine currently has tapes covering a wide variety of subjects and is constantly adding to the inventory. CounselLine can be reached by dialing (202) 433-4584/2100 commercially or 288-4584/2100 Autovon. A current listing of tapes and tape numbers is provided. Additional information on CounselLine should be available through local CAAC's, and it is ultimately hoped that CounselLine services will be available on a twenty-four hour basis.

CounselLine Tapes Currently Available

Alcohol

Early Signs of an Alcohol Problem (160)
Responsible Decisions about Drinking (161)
Dealing with Alcoholic Parents and Others (479)

Assertiveness, Self-Confidence

Self-Assertiveness (402)
How to Say "No" (10)
Increasing Self-Awareness (34)
Building Self-Esteem and Confidence (35)
Value and Use of Self-Talk (36)
Learning to Accept Yourself (44)

Common Emotional Problems

Fighting Constructively (5)
Expressing Negative Thoughts and Feelings (6)
Dealing with Constructive Criticism (7)
Dealing with Anger (8)
Understanding Jealousy (9)
What is Depression (431)
Depression as a Life Style (433)
How to Deal with Loneliness (32)
How to Handle Fears (33)

Sexuality, Sex Roles

Dating Skill (18)
Dealing with Frigidity (22)
Dealing with Impotence (23)
Timing Problems in Male Sexuality (24)
Female Sex Role - Changes and Stress (39)
Male Sex Role - Changes and Stress (40)
Physical Intimacy (4)
In Infatuation or Love? (70)

Marriage, Family and Parents

Things to Consider in Looking for a Mate (71)
Positive Communication in Marriage (73)
Fair Fighting in Marriage (74)
Common Marital Problems and How to Handle Them (75)
Preplanning for Children (76)
Parenting Skills (77)
Becoming Independent from Parents (478)

Divorce and Separation

Divorce - It Could Happen to Us (80)
Dealing with Realities of Divorce (81)
The Death of a Marriage (82)
How to Cope with a Broken Relationship (83)

Interpersonal Relationships

Friendship Building (1)
Types of Intimacy (3)
Contracts in Intimate Relationships (411)
Examples of Contract Building (412)
Becoming Open to Others (16)
Helping a Friend (90)

Suicide

Suicide Crisis (491)
Recognizing Suicidal Potential in Others (492)
Helping Someone in a Suicidal Crisis (493)

Tension

Anxiety and Possible Ways to Cope with It (30)
Coping with Stress (38)
Relaxation Exercises (37)

Death and Dying

Death and Dying (84)
Understanding Grief (85)

Others

What is Therapy and How to Use It (61)
Retirement (301)
Burglary Prevention (300)

Navy Helping Resources Instructions

BUPERSINST 1430.16A - 23 DEC 77 - Manual of Achievement

BUPERSINST 1571.16D - 11 MAR 69 - Assistance for Navy Members in Exercising
Reemployment Rights or Obtaining Employment

BUPERSINST 1600.5 - 9 AUG 78 - Assistance of Chaplains Incident to the
Absentee Problem

BUPERSINST 1720.3 - 26 APR 77 - Information Concerning Overseas Living
Conditions

BUPERSINST 1750.1F - 24 APR 74 - Survivor's Benefits

BUPERSINST 1752.1 - 15 MAR 77 - Marriage in Overseas Commands

BUPERSINST 1770.2 - 2 FEB 77 - Casualty Assistance Calls Program (CACP)

BUPERSINST 5450.10 - 31 DEC 75 - Missions and Functions of Navy Drug
Rehabilitation Center, Miramar, CA

BUPERSINST 5450.11 - 31 DEC 75 - Missions and Functions of Navy Alcohol
Rehabilitation Center, San Diego, CA

BUPERSINST 5450.12 - 31 DEC 75 - Missions and Functions of Navy Alcohol
Rehabilitation Center, Jacksonville, FL

BUPERSINST 5430.13 - 31 DEC 75 - Missions and Functions of Navy Alcohol
Rehabilitation Center, Norfolk, VA

OPNAVINST 1640.4 - 16 FEB 71 - Visiting of Confined Personnel by Commanding
Officers

OPNAVINST 1730.1 - 3 OCT 73 - Chaplain's Manual

OPNAVINST 1740.1A - 7 FEB 72 - Establishment and Operation of Personnel
Services Centers

OPNAVINST 5300.6B - 10 OCT 75 - Navy Human Resources Management Support
System

OPNAVINST 5420.75 - 24 JAN 73 - Human Relations Committee

OPNAVINST 5801.1 - 27 APR 72 - Legal Checkup Program

OPNAVINST 11101.21C - 15 JUL 77 - Navy Housing Referral Service

OPNAVINST 1740.2 - 19 APR 72 - Consumer Affairs

OPNAVINST 1750.1A - 6 MAR 78 - Family Ombudsman

SECNAVINST 6320.18 - 19 MAR 75 - Civilian Health and Medical Program of the
Uniformed Service

SECNAVINST 6320.18 - 19 MAR 75 - Civilian Health and Medical Program of the
Uniformed Services (CHAMPUS)

DIAL 1-800-FOR-NAVY (1-800-367-6289); IN THE STATE OF VIRGINIA, DIAL 1-800-573-4052; IN THE WASHINGTON, DC METROPOLITAN AREA, DIAL 703-352-3914 AND REQUEST ONE OF THE FOLLOWING TAPE RECORDINGS BY SECTION NUMBER:

EDUCATION

- 100 BOOST -- Broadened Opportunity for Officer Selection and Training
- 101 ECP -- Enlisted Commissioning Program
- 102 EEAP -- Enlisted Education Advancement Program
- 103 GI Bill Education Assistance Benefits
- 104 NROTC -- Naval Reserve Officer Training Corps
- 105 Navy Campus
- 106 USNA -- United States Naval Academy
- 107 VEAP -- Veteran's Educational Assistance Program
- 108 Tuition Assistance
- 109 Navy Scholarship Program
- 110 NAPS -- Naval Academy Prep School
- 111 NPS -- Naval Postgraduate School
- 112 College Level Entrance Program/General Educational Development
- 113 MECP -- Medical Enlisted Commissioning Program

HOUSING

- 200 Family Housing
- 201 House Hunting Temporary Additional Duty
- 202 Housing Referral Service
- 203 Mobile Home Purchases and Location
- 204 Navy Lodges
- 205 Variable Housing Allowance and Rent Plus Housing Allowance

LOCAL AREA INFORMATION

- 300 Charleston, SC
- 301 Naval Base, Great Lakes, IL
- 302 Jacksonville, FL
- 303 Norfolk, VA
- 304 Naval Training Center, Orlando, FL
- 305 San Diego, CA
- 306 San Francisco, CA
- 307 Washington, DC
- 308 Pearl Harbor, HI
- 309 New Orleans, LA
- 310 Washington State

MEDICAL

- 400 CHAMPUS
- 401 Death and Burial of Active Duty Members
- 402 Dental Care

- 403 Emergency Treatment
- 404 Health and Physical Fitness
- 405 Medical Care for Active Duty and Reservists

MILITARY ASSISTANCE

- 500 Chaplains
- 501 Family Ombudsman
- 502 Legal Assistance -- General
- 503 Legal Assistance -- Power Attorney
- 504 Legal Assistance -- Wills

MISCELLANEOUS

- 600 Basic Benefits for Active Duty Personnel and Their Dependents
- 601 Commissary Stores
- 602 Correction of Naval Records
- 603 Customs Requirements
- 604 Do-It-Yourself Moving Program
- 605 Funded Emergency Leave
- 606 ID Card Application Procedures
- 607 Leave Information
- 608 Life Insurance Sponsored by the Government
- 609 MILCAP -- Military Cash Award Program
- 610 Morale, Welfare and Recreation (MWR) Activities
- 611 Navy Exchange
- 612 Navy Sponsor Program
- 613 Overseas Transfer Information
- 614 Passports and Visas
- 615 Pay and Allowances
- 616 PCS Travel Plus Shipment and Storage of Household Goods
- 617 Rapid Means of Contacting Your Deployed Spouse
- 618 SRB -- Selective Reenlistment Bonus
- 619 Space Available Travel
- 620 Veteran's Benefits
- 621 Navy League/Sea Cadets
- 622 Locator Service
- 623 Women in the Navy
- 624 BAQ for Two-Service-Member Families
- 625 Frocking
- 626 Conflict of Interest Standard of Conduct
- 627 Special and Incentive Pays
- 628 Augmentation Designator Change Policy
- 629 Navy Wives Club
- 630 Jobs Program
- 631 Overseas Screening Requirements

RETIREMENT

- 700 Death and Burial of Retired Personnel
- 701 Retired Pay and Disability Pay
- 702 Survivor Benefit Plan
- 703 General Survivor Benefits
- 704 Retired Seminars
- 705 "High 3" Retirement Computation

SPECIAL ASSISTANCE

- 800 American Red Cross
- 801 Battered Spouse/Child Abuse
- 802 Family Assistance
- 803 Drug and Alcohol Abuse Counseling
- 804 Navy Family Service Centers
- 805 Navy Relief Society

TRAINING AND ASSIGNMENTS

- 900 CWO -- Commissioned Warrant Officer Program
- 901 Enlisted Aviation Warfare Qualification Program
- 902 Enlisted Surface Warfare Specialist Qualification Program
- 903 Guard III -- Guaranteed Assignment Retention Detailing Program
- 904 Lateral Conversion Program
- 905 LDO -- Limited Duty Officer Program
- 906 Limited Duty Officer (Aviation) Program
- 907 Naval Reserve
- 908 Submarine Training
- 909 Officer Candidate Preparatory Training
- 910 PEP -- Personnel Exchange Program
- 911 SCORE -- Selective Conversion and Reenlistment Program
- 912 STAR -- Selective Training and Reenlistment Program
- 913 Nuclear Power Officer Candidate
- 914 CWO Physicians Assistant Program
- 915 Navy Career Counselors
- 916 Reenlistment Quality Control
- 917 Reserve Affiliation
- 918 Reserve Retirement
- 919 Training and Administration of Reserves Program/Recall
- 920 Naval Reserve Force Ships
- 921 Sea and Air Mariner Program
- 922 Reserve Drill Pay
- 923 Reserve Incentive
- 924 Assignment of Member Married to Member
- 925 Swaps
- 926 Humanitarian Assignments
- 927 Special Duty
- 928 Washington D.C. Assignments
- 929 Senior Enlisted Academy/Sergeant Major Academy
- 930 Recruiting Duty
- 931 Duty Preference
- 932 1306/7 Personnel Action Request
- 933 EOD/UDT/SEALS/DIVERS
- 934 Deep Freeze

BIBLIOGRAPHY

Bennis, Warren. On Becoming A Leader. New York: Addison - Wesley, 1989.

Bennis, Warren and Burt Nanus. Leaders. San Francisco: Harper and Row, 1985.

Brunning, Iva L. "An Information Processing Approach To A Theory Of Instruction," Journal of Educational Technology, Voi 31, No. 2, pp. 91-101.

Conrad, Clifton F. ed. ASHE Reader on Academic Programs in Colleges and Universities. Lexington: Ginn Press, 1985.

Crawford, Vernon. From Confucius to Oz. New York: Donald I. Fine, Inc., 1988.

Feuer, Dale and Beverly Gerber. "Uh-Oh. . . Second Thoughts About Adult Learning Theory," Journal of Training, December, 1988, pp. 31-39.

Gagne, Robert M. "Developments In Learning Psychology," Journal of Educational Technology, June, 1982, pp. 11-15.

Galagan, P. A. "IBM Gets It's Arms Around Education," Journal of Training and Development, January 1989, pp. 35-41.

Hamlin, Sonya. How To Talk So People Listen. New York: Harper & Row, 1988.

Hersey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior. 5th ed. Englewood Cliffs: Prentice Hall, 1988.

Hickman, Craig. Mind of a Manager Soul of a Leader. New York: John Wiley and Sons, Inc., 1990.

Hoff, Benjamin. The Tao of Pooh. New York: Penguin Books, 1982.

Hunsaker, Phillip L. and Anthony J. Alessandra. The Art of Managing People. New York: Simon & Schuster, 1980.

Korda, Michael. Power! How To Get It. How To Use It. New York: Ballantine, 1975.

Kreisher, O. "Senators Quiz ADM Kelso, CNO Nominee," The San Diego Union, June 15, 1990, p. A-2.

McCaffree, Mary Jane and Pauline Innis. Protocol - The Complete Handbook of Diplomatic, Official and Social Usage. Washington, D.C.: Devon, 1977.

McCall, M. W., Jr., A. M. Morrison & R. L. Hannan. "Studies of Managerial Work: Results and Methods," Technology Report #9, Greensboro, 1978.

Mount, Lucia. "Tips on Leading an Organized Life", Christian Science Monitor, Boston, September 17, 1990, p. 14.

NAVEDTRA 38042-A, Leadership and Management Education and Training Advanced Division Officer Course, 1989.

NAVMILSPERSCOMINST 1616. 1A, 10 May 1983.

NAVPER 15255M, Division Officer's Planning Guide, 1987.

NAVSO P-3582, The Financial Guidebook for Commanding Officers, DON, July 1990.

Perspective Newsletter, Washington, D.C., November-December 1985, p. 3.

Posner, George J. and Alan N. Grudnitsky. Course Design, 3rd Ed. New York: Longman, 1986.

Roach, Carol L. and Nancy J. Wyatt. Successful Listening. New York: Harper & Row, 1988.

Robbins, Anthony. Unlimited Power. New York: Fawcett Columbine, 1986.

Rossett, Allison. Training Needs Assessment. Englewood Cliffs: Educational Technology Publication, 1987.

Swets, Paul W. The Art of Talking So That People Will Listen. New York: Prentice Hall, 1983.

Thomsett, Michael, C. The Little Black Book of Budgets and Forecasts. New York: Amacon, 1988.

Walton, Clarence C. The Moral Manager. New York: Harper and Row, 1988.

STUDENT LESSON TOPIC GUIDE
SHORE DEPARTMENT HEAD COURSE LEADERSHIP UNIT

INTRODUCTION TO COURSE

1.1 INTRODUCTION

A. Establish Contact

INTRODUCTION TO SHORE DEPARTMENT HEAD SCHOOL

Enabling Objective

1.1.1 Students will interview neighbor, get to know them and then introduce them to the class.

1.2 Course Syllabus

Enabling Objectives

1.2.1 The student will be able to identify the 3 main areas which this course will cover - Leadership, Management and Professional Development .

1.2.2 The student will become familiar with all of the objectives and requirements of the course and will understand the grading system and requirements to pass course.

1.3 Guest Speaker

Enabling Objective

1.3.1 A personal profile evaluation will be taken and will be discussed. Students will gain an understanding of their work behavioral style. They will also be able to identify and appreciate other work styles different from their own and utilize this information to help decrease potential conflicts with others.

1.4 Personnel Inspection

Enabling Objective

1.4.1 After reminding students about pride in the uniform they will be inspected on a regular basis to correct any discrepancies and to reinforce military bearing and a sharp appearance.

1.5 Physical Fitness

Enabling Objective

1.5.1 After reviewing the physical requirements for the fitness test students will take test. This allows the student to assess personal fitness and make adjustments if needed prior to reporting to department head job.

LEADERSHIP UNIT

2.1 Leadership Skills

A. Establish Contact

1. Topics of this section:

- Communications Skills - listening, speaking and body language
- Counseling Skills
- Leadership Skills

B. Enabling Objectives

2.1.1 Upon completion of this section the student will understand how communication - listening skills, speaking skills and body language/appearance affect a leader's effectiveness. The student will incorporate this knowledge into an effective counseling style.

2.1.2 The student will be able to define their own leadership style, recognize various other styles and apply them to various case studies.

2.2 COMMUNICATIONS

The goal of this section is to take a hard look at communication techniques, point out mistakes and learn from them.

Points to remember:

-
-
-
-

Enabling Objectives

2.2.1 Communications consists of three areas. Identify each area and explain which is most important.

2.2.2 Recognize the causes of communication breakdown.

2.2.3 Articulate how communication failure can be turned into SUCCESS by developing seven qualities of one's personality.

2.2.4 Utilize transactional analysis and explain how it can affect communication.

2.2.5 Given a situation of communication discord, design a tact to defuse the situation.

2.2.6 Given a specific civilian case study, utilize a forethought chart and fill in both parties positions utilizing specific goals, needs and expectations.

2.2.1

WHAT IS COMMUNICATION - DEFINE THE TERM.

HOW DO WE COMMUNICATE? (3 AREAS)

EXERCISE: Think of the person with whom you communicate the best and explain why communication is better with that person. One of the qualities that may draw you to another person is that you enjoy listening to that person. Examine the list below and see if any of these qualities you prefer are among them (Hamlin, 1988, p.26).

warm
exciting
organized
inspiring

honest
interesting
creative
open

friendly
knowledgeable
confident
authentic

Now list the turn-off qualities you have encountered in speakers/bosses (Hamlin, p. 26)

pompous	vague	unenergized
complex	patronizing	unsure
formal	irrelevant	stuffy
monotonous	hyper-intense	nervous
closed	synthetic	

WHAT FACTORS INCREASE BETTER COMMUNICATION?

WHICH OF THE 3 - SPEAKING, LISTENING, BODY LANGUAGE IS MOST IMPORTANT?

2.2.2 COMMUNICATION FAILURE

Communications breakdown for many reasons. The word to help us remember 7 reasons is FAILURE (Swets, 1983, pp.14-19):

F -
A -
I -
L -
U -
R -
E -

Let's look at each separately.

1. Fear.

2. Assumptions.

3. Insensitivity

4. Labeling.

5. Uncertainty.

6. Resentment.

7. Egotism

2.2.3 COMMUNICATION SUCCESS

How can FAILURE turn into SUCCESS? By using the following as guides (Swets, 1983, pp. 19-24):

S -
U -
C -
C -
E -
S -
S -

1. Self-awareness.

2. Understanding.

3. Care for Others.

4. Control of Emotions.

HOW DO YOU CONTROL THESE EMOTIONS?

5. Esteem of One's Self.

HOW WOULD YOU DESCRIBE YOURSELF - WHAT MAKES YOU UNIQUE?

6. Self-confidence.

7. Sharing of One's Self

2.2.4 TRANSACTIONAL ANALYSIS

Definition: An approach to

- . Used to enhance
- . Focuses on the roles we play in communicating.

1. EGO STATES: There are 3 ego states in TA (Swets, 1983, pp. 63-66):

- **The Parent -**

This state is communicated by -

- **The Adult** -

This state is communicated by -

- **The Child** -

This state is communicated by -

Goal is to have a balance of all three.

WHY DOES ANYONE CARE ABOUT THESE STAGES?

THE GOAL OF INTERACTIVE MANAGEMENT IS TO PUT THE ADULT IN CHARGE OF TRANSACTIONS.

Examples:

Working with simulators brings out which ego state?

Safety in the work place would appeal to which state?

When counseling one of your division officers on their sloppy evaluations he reacts with "Why do you always pick on me?". Which state is he in?

You've had a bad day and vent on some poor messenger and he ends up pouting. What states are you both in?

KEYS TO ANALYZE COMMUNICATION/TRANSACTIONS WHEN FAILURE SEEMS IMMINENT

- Am I acting like a Parent, Child, or Adult? How do I want to come across?
- Don't allow past emotional experiences dictate the ego state - act in the present.
- Check how you're responding to remarks from others. Why respond that way?
- Keep the Adult in charge. Avoid using Parent words - should, shouldn't, always, never and Child words - "I want", "I need", "I wish", "I won't", "I can't".

2.2.5 COMMUNICATION DISCORD

(From Hamlin, 1988, pp. 48-50)

SCENE:

An executive's office. Staff member is being called on the carpet.

CAST:

XO - a competent, ambitious, hard-working boss who wants his staff and their product to work like clockwork.

DIVISION OFFICER - a staff member who has been getting his reports in late.

ACTION:

XO: "Look, Mike, I've told you twice now that your reports are late. I won't have it happen again!"

DO - MIKE: "But it's not my fault. It's . . ."

XO: "Look. No more excuses. Just shape up. Can you do the job or can't you? I want those reports on time. That's all!"

DO: "Okay. Sorry. You'll have them."

QUESTIONS

Did the XO solve the problem?

Does the XO know anymore about the problem than before this meeting?

Did the XO help solve the problem?

Can the DO change what's been happening permanently?

State exactly what the XO's problem is:

Needs something (reports) , isn't getting them. Takes shortest route to defuse problem - demands, tells what he wants and expects compliance.

State exactly what the DO is experiencing in this conversation:

Hears displeasure/criticism. Defends himself by avoiding confrontation and simply agreeing. He still has no idea after leaving how to correct his problem and get the reports in on time.

There are 2 sets of issues both parties need to deal with - factual issues and emotional issues.

Factual issues:

XO:

•

•

•

DO:

•

•

•

•

Emotional issues:

XO:

•

•

•

DO:

•

•

•

•

It's up to the XO to analyze this encounter before it takes place.
What will make this meeting effective?

XO: "Mike, I know you've been having problems getting your reports in on time. I'm sure you don't like that any more than I do. Let's sit down and figure out what's going wrong and how to fix it."

What's the result?

_____ **AND** _____ .

2.2.6 THE FORE-THOUGHT CHART

A system which

The chart focuses on these questions:

-
-
-
-
-

Using scenario from above see how chart is filled in.

When you fill out your own chart only fill out your side then move to the other side otherwise you may influence how you really feel. To fill out the other person's side must use empathy and observation.

XO	DO
Goals <ol style="list-style-type: none">1. Get report on time.2. Be sure DO gets the message.3. Don't want to deal with again.	Goals <ol style="list-style-type: none">1. Keep job, get promoted.2. Avoid boss's wrath.3. Try to get reports in on time.
Needs <ol style="list-style-type: none">1. DO should meet standards I've set for myself.2. Must know reasons why not. This affects my performance.3. I'm frustrated by being stuck. Should have done it myself.4. If I don't prevail, how will that affect my authority with others?	Needs <ol style="list-style-type: none">1. Need to know I can do it.2. Need reassurance that the XO hasn't lost faith in me.3. Need to feel a valued part of team.4. Need to be sure peers don't find out.
Expectations <ol style="list-style-type: none">1. I'll be firm and irritated.2. DO will apologize and make excuses.3. He'll promise to fix it.4. I'll give him another chance.	Expectations <ol style="list-style-type: none">1. He'll probably be mad.2. He'll demand reports on time.3. He won't want any lame excuses.4. He wants me to promise to get it right.

COMPARE THE SIDES

Goals -

Emotional Needs -

NOTE: "The amount of sensitivity and thought you put out to probe your own goals and feelings and to imagine and understand DO's is in direct proportion to how quickly you'll get back what you want and need (Hamlin, p. 67)."

Expectations -

ALTERNATIVES TO SCENARIO

DO expects the XO to be mad. Somehow need to defuse the situation so XO tries this:

XO: (calmly, pleasantly, factually): "Mike, I think we've hit a snag."
(smiling): "Now I suppose you think I'm just going to pound on the table and say (pounding table in an exaggerated way), 'Dammit, get those reports in on time!' But that's not very constructive, as I see it. (Pauses, laughing) Although it would make me feel much better, I'll tell ya, 'cause what you're doing is giving me a lot of grief and creating a problem for the whole group!" (Then get serious) (Hamlin, p.72).

HOW IS THE DO GOING TO REACT TO THIS APPROACH?

FORE-THOUGHT CHECKLIST

- 1.
- 2.
- 3.

4.

5.

6.

7.

8. Disarm

2.3 LISTENING SKILLS

A. Establish Contact.

1. Topic of this lesson:

LISTENING

B. Enabling objectives

2.3.1 The student will list the categories of listeners and explain the qualities of the highest level of listening.

2.3.2 The student will recognize the Barriers To Effective Listening and choose methods to overcome these barriers.

2.3.3 The student will choose four areas from the 19 Commandments of Power Listening which he has designated as weak areas and will discuss in detail his plan to strengthen these areas.

2.3.4 The student will define benevolent listening and provide an example which involves telephone procedures.

2.3.5 When given a case study, the student will assess what level of listening the other person is at, how to change the level and discuss any barriers that would need to be overcome prior to communication.

2.3.1/2.3.5 CATEGORIES OF LISTENERS (Hunsaker & Alessandra, 1980, pp. 127-131)

1. THE NONLISTENER

2. THE _____ LISTENER

3. _____ LISTENING

4. THE _____ LISTENER

3 skills the other listeners don't have:

a.

b.

c.

2.3.2 BARRIERS TO EFFECTIVE LISTENING (Hunsaker & Alessandra, 1980, pp. 131-136)

1.

2.

3.

4.

5.

6.

7. DAYDREAMING AND FANTASIZING
THIS IS WHAT ALOT OF YOU MAY BE DOING RIGHT NOW!

8.

2.3.3 POWER LISTENING (Hunsaker & Alessandra, 1980, pp. 137-141)

Lack of listening skills are due to the following:
See handout - the Nineteen Commandments of Power Listening.

2.3.4 BENEVOLENT LISTENING (Crawford, 1988, p. 65)

DEFINITION:

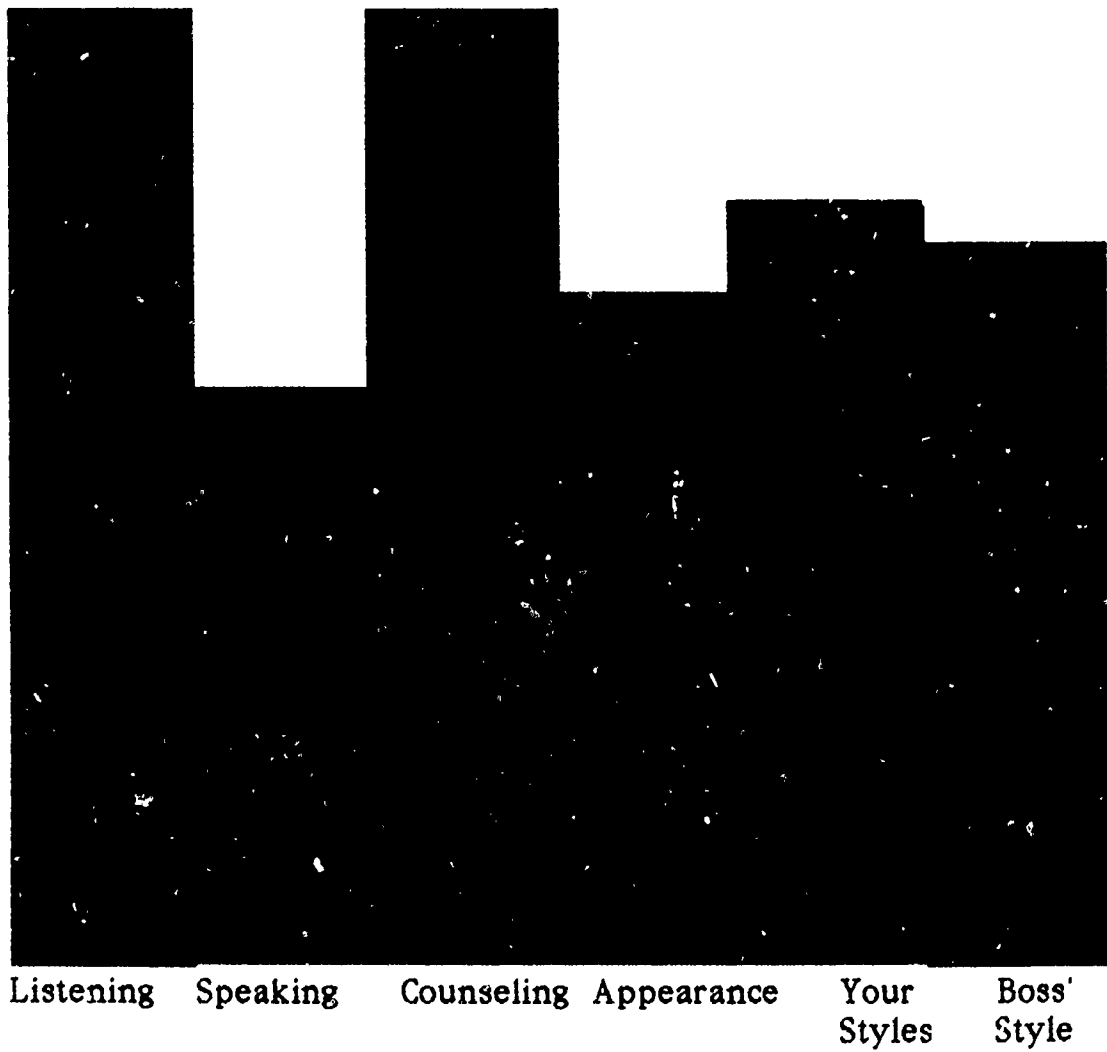
WHY IS THIS IMPORTANT?

POINTS TO REMEMBER:

-

-

LEADERSHIP SKILLS



Graph A

LISTENING HANDOUT

Questions To Ask Yourself After Discussions or Counseling Sessions

1. Did I comprehend each point he was trying to make?
2. Did I make judgements of the words before she was through speaking?
3. Did I make decisions in my mind while she was still speaking?
4. Did I assess his information at the conclusion of his remarks?
5. Did I try to hunt for evidence that would prove her wrong while she was speaking?
6. Did I hunt for evidence that would prove her right?
7. Did I hunt for evidence that would prove my own point of view wrong?
8. Did I hunt for evidence that would prove my own point of view right?
9. Did I become upset while listening to him?
10. Did I feel that his ideas were wrong when he was discussing them with me?
11. Did I generally jump to conclusions while listening to her?
12. Did I let him speak at least 50 percent of the time?
13. Did I understand her words in terms of their intended meanings?
14. Did I restate her ideas and feelings accurately?
15. Did I pinpoint his assumptions and compare them with my own?
16. Did I study his voice, posture, actions, and facial expressions as he talked?
17. Did I listen between the lines for unspoken meanings behind the words?
18. Did I weigh the verbal evidence used by the speaker to support his points?
19. Did I really try to listen to him?
20. Did I really want to listen to him?
21. Did I really show him that I was , in fact, motivated and interested in listening to him?

D. EXERCISES TO IMPROVE LISTENING SKILLS

Videotape a 10 minute interview between you and a classmate. You will play the role of the effective listener. When you play back the tape count the number of times you (a) were distracted by external stimulations; (b) distracted by internal personal thoughts; (c) mentally raced ahead of the person speaking; (d) made value judgements as the person spoke; (e) cut off the person; (f) filled in voids or silences with your own words.

THE NINETEEN COMMANDMENTS OF POWER LISTENING
from The Art Of Managing People by Phillip L.
Hunsaker and Anthony J. Alessandra

1. Remember that it is impossible to listen and talk at the same time.
2. Listen for the speaker's main ideas.
3. Be sensitive to your emotional deaf spots.
4. Fight off distractions.
5. Try not to get angry.
6. Do not trust to memory certain data that may be important - take notes.
7. Let your subordinates tell their own stories first.
8. Empathize with subordinates.
9. Withhold judgement.
10. React to the message, not the person.
11. Try to appreciate the emotion behind the speaker's words more than the literal meaning of the words.
12. Use feedback.
13. Listen selectively.
14. Relax.
15. Try not to be critical, either mentally or verbally, of someone else's point of view, even if it is different from your own.
16. Listen attentively.

17. To the degree that it is in your power, try to create a positive listening environment.

18. Ask questions.

19. Be motivated to listen.

2.4. SPEAKING SKILLS

The resource for this section is How To Talk So People Listen by Sonya Hamlin.

First some basic principles about how people absorb information (Hamlin, 1988, p. 99):

-
-
- Information is easier to process when presented in this order:

The _____ Shot -

The _____ Shot -

The _____ -

B. Enabling Objectives

2.4.1 Explain the order/sequence of preparing a presentation.

2.4.2 Give a ten minute speech using a visual aid(s).

2.4.3 Name the four essential elements of interesting TALK.

2.4.1 STRUCTURING A PRESENTATION

The most effective format is (Hamlin, 1988, pp. 104-109):

- Introduction
- Motivation/Opening
- Outline of Agenda
- Content - section by section

- Recap each section
- Transition to next section
- Wrap-Up
- Conclusion

INTRODUCTION

MOTIVATION

GIVE THEM THE OUTLINE

CONTENT: PRESENT YOUR BASIC IDEA

BEGIN TO BREAK IT INTO SEGMENTS

PRESENT EACH SEGMENT WITH ITS DETAILS

RECAP EACH SEGMENT

MAKE TRANSITIONS

WRAP-UP

(OPTIONAL) POSE AND ANSWER POSSIBLE QUESTIONS

(OPTIONAL) RAISE AND ANSWER ANTICIPATED RESISTANCE

GRAND WRAP-UP AND CONCLUSION

OPEN FOR QUESTIONS AND DISCUSSION

2.4.2 VISUAL AIDS - YES OR NO?

2.4.2

When to use visual support (Hamlin, 1988, p. 111):

-

-

-

-

-

-

When not to use visual support:

-

HANDOUTS

WHY AFTER THE PRESENTATION?

-
-
-

HOW TO USE VISUAL AIDS (Hamlin, 1988, p. 116)

- Blackboards or flip charts -
- Prepared Charts/Transparent Overlays -
- Creating Slides/Transparencies -

General Points to Remember (Hamlin, 1988, p. 117):

-
-
-
-
-
-
-

2.4.3 T A L K

WHY ARE SO MANY CONVERSATIONS BORING?

Resource is The Art of Talking So That People Will Listen (Swets, 1983, pp. 75-76).

Perhaps conversations lack the following elements...

T -

A -

L -

K -

2.5 APPEARANCE/BODY LANGUAGE SECTION

Enabling Objectives

2.5.1 Recognize the six components of image and explain how each affect first impressions.

2.5.2 Demonstrate an understanding of Uniform Regulations by performing weekly inspections on both officers and enlisted.

2.5.3 Demonstrate physical fitness standards as specified in OPNAVINST 6110.1C.

2.5.4 List three positive and three negative features of facial expressions, voice cues and body positions and movements that can affect how a message is conveyed.

2.5.5. Upon reviewing video cassette, evaluate the message your body is conveying while counseling a peer, a subordinate. In what ways is your counseling similar? different?

2.5.1

According to Hunsaker & Alessandra (1980, pp.147-155) a total image which you project to others consists of 6 critical areas:

-
-
-
-
-
-

First Impressions -

Depth of Knowledge.

Breadth of Knowledge.

Flexibility.

Goal is to produce a trusting relationship which involves your being tactful, reasonable and understanding.

Enthusiasm.

Enthusiasm is a disease - it's catching.

Sincerity.

2.5.4

What is body language?

Positive

FACE -

BODY -

POSTURE -

Negative

FACE -

BODY -

POSTURE -

The following information is provided (Swets 1983, p.59):

FACIAL EXPRESSIONS

Positive Face

smile
empathic face
head nod
laughter
eye contact

Negative Face

frown	mocking laughter
sneer	smirk
cry	angry face
glare	disgust

VOICE CUES

Positive Voice

caring	satisfied
warm	buoyant
soft	bubbly
tender	cheerful
relieved	chuckling
empathic	happy
concerned	joyful
affectionate	laughing

Negative Voice

cold	blaming
tense	sarcastic
scared	angry
impatient	furios
hard	blaring
clipped	hurt
staccato	depressed
whining	accusing

BODY POSITIONS AND MOVEMENTS

Positive Body

touching
distance reduction
open arms
attention
relaxation
forward lean

Negative Body

neck or hand tension
rude gestures
throw up hands in disgust
point
jab
inattention

Summary:

What's it all mean? Simply become aware of your body language and the body language of those around you. This will greatly increase your counseling skills and your ability to communicate with superiors.

2.6 Counseling

The following information on counseling can be found in the Leadership and Management Education and Training Advanced Division Officer Course NAVEDTRA 38042-A.

To be most effective as a department head regarding utilization of your time and knowing your own limitations requires reviewing the differences between advising and counseling.

- advising -

- counseling -

Enabling Objectives

2.6.1 Describe two approaches to counseling.

2.6.2 State the four categories of counseling problems one will face.

2.6.3. Describe the seven steps for counseling.

2.6.4 Explain why the art of questioning is important in counseling.

2.6.5 Describe five counseling techniques.

2.6.6 From the three Basic Work Personalities, describe which is your dominant personality and then discuss the strengths and weaknesses of that personality.

2.6.7 Recognize creative criticism and the difference between it and personal criticism.

2.6.8 In given situations, identify hostility and anger, analyze the reasons for the emotion(s), then give appropriate responses to overcome or use the emotion(s).

2.6.1

LMET suggests two approaches to counseling.

- **Directive counseling:**

- **Nondirective counseling:**

2.6.2

There are four main categories of counseling problems which anyone in a supervisory position will encounter. They are:

- **Personal**

- **Disciplinary**

- **Career**

- **Performance**

In NAVEDTRA 38042-A there are numerous pages listing helpful resources. These are reproduced with CNTECHTRA's permission and are included in this student guide.

2.6.3

As found in Crawford's chapter titled "Nice Guys Don't Finish Last" he discusses the concept of BENEVOLENT DISCIPLINE.

First, what does discipline imply to you?

What is one of the biggest mistakes a boss make that hurts credibility with employees?

What kind of reaction did you have?

Crawford gives 7 guidelines for BENEVOLENT DISCIPLINE which are also excellent counseling steps (Crawford, 1988, p. 63).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

2.6.4

We ask questions for the following reasons:

-
-

- To obtain subordinate participation

•

•

•To reach agreement.

•

•

•To give psychological reciprocity.

•

What are open questions?

•

•

•

•

•

•

•

Examples of open questions:

How can this technique be used?

- Use good timing
- Have a questioning plan -
- Know your audience -
- Ask permission to ask questions
- Move from broad questions to narrow questions
- Build on previous responses
- Have one main thought -
- Avoid ambiguous questions -
- Use common language -

- Balance the number of questions -
- Mix them up -
- Don't use slanted or manipulative questions -
- Do not use threatening questions -
- Provide rationale for sensitive questions -
- Use end versus means questions -
- Maintain a consultative atmosphere -

2.6.5

In association with the art of questioning there are some counseling techniques that utilize previously covered topics. The following methods are found in NAVEDTRA 38042-A.

1.

2. ACTIVE LISTENING

3.

4.

5.

2.6.6

The three personalities are:

Achievers

The most positive aspect of the achiever is:

"Climb Every Mountain" would be his theme song.

Affiliators

The theme song for this group of people would be "People Who Need People".

The main problem this type of person has is:

Influencers

The adapted theme song for this group of people is "They Did It My Way".

Quiz:

John F. Kennedy would be described as a _____ ?
Gerald Ford would be described as a _____ ?
Ronald Reagan would be described as a _____ ?

WHAT IS THE MOST DOMINANT WORK PERSONALITY FOUND IN THE NAVY?

WHAT DO YOU NEED TO DO TO INCREASE YOUR EFFECTIVENESS?

2.6.7

Some common sense ideas which deal with one-on-one encounters are listed below (Hamlin 1988, pp 131-32).

- 1. Create a positive environment.**
- 2. Listen.**
- 3. Consider the Idea.**

4. **Ask.**

5. **Be Clear.**

6. **Notice and Comment On What's Being Discussed.**

7. **Know When To Get Out.**

What is creative criticism?

How can that be done?

•

• **Be Specific**

Using vague terms when providing feedback will not help the person complete the task to your liking. Tell the person how to fix it and be specific about what you object to. Give specific descriptions of what you mean.

•

2.6.8

Techniques for Handling Hostility and Anger

- Take a Breath**
- Identify the Hostility**
- Allow the Anger**
- Understand the Anger**
- Get Out of the Personal Realm**
- Find Something is Common**
- Ask for Further Clarification**
- Have Faith in the Facts**
- Settle for Disagreement**

2.7 LEADERSHIP STYLES

The LMET section on leadership provides a good background and covers various leadership styles. Our environment many times drives the leadership style we use - especially when dealing with crisis situations. However, the ability to use more than the "screamer" style of leadership will enhance one's effectiveness in dealing with subordinates - both military and civilian.

Enabling Objectives

2.7.1 Identify the six leadership styles and describe the characteristics of each.

2.7.2 Select appropriate leadership styles for given situations and explain how one's style may change from dealing with all military personnel to civilian personnel.

2.7.3 Explain the expanded Situational Leadership Model by Hersey and Blanchard and when given a specific situation apply the model to support any action taken.

2.7.4 Recognize the four Dimensions of Behavior and apply to case studies. Evaluate the behavior of the subject and indicate the response level that would reach the subject and produce effective communication.

2.7.1. Insert LMET portion 4.3-11 -4.3-17

LEADERSHIP STYLES

The six leadership styles are Coercer, Authoritarian, Affiliator, Democrat, Pace Setter and Coach.

A manager must perform six kinds of tasks which in some way involve or impact on subordinates. A manager:

1. Listens to subordinates in order to diagnose and solve problems
2. Sets goals and develops short- and long-range action plans
3. Gives directions about who is to do which tasks to what standards
4. Provides feedback on task performance
5. Rewards and disciplines task performance and personal characteristics
6. Develops subordinates

The way these six tasks are handled at any one time varies with the nature of the jobs to be performed. One would probably use a different leadership style for routine tasks from that used for innovative tasks or for situations which require crisis management. Similarly, tasks of short duration often warrant a different style from those which extend over long periods of time.

Description of the Six Styles

Each style is described in terms of the way in which a manager deals with the specific management tasks mentioned above.

Coercer: Coercer managers expect compliance with their plans and instructions.
Coercer managers:

- (1) Do not emphasize listening to subordinates' ideas or suggestions; may be seen as unresponsive to subordinates
- (2) Develop only short-range goals and plans
- (3) Provide clear directions and expect their plans and instructions to be carried out by subordinates
- (4) Tend to give subordinates specific feedback which is negative and personalized
- (5) Motivate primarily by threats -- rarely praise or reward
- (6) Do not develop subordinates; expect them to know their jobs or simply do what they are told

Authoritarian: Authoritarian managers lead and make decisions. Authoritarian managers:

- (1) Solicit input from subordinates on problems and decisions, but leave no doubt about who makes the final decision

- (2) Set goals and develop both short and long-range plans
- (3) Direct clearly, are nice about it, but leave no doubt about what is expected
- (4) Inform subordinates of inadequate performance if a problem occurs and communicate the rationale for needing improved performance
- (5) Reward and discipline firmly and fairly
- (6) Do not directly help to develop subordinates' skills (they may learn by modeling his or her behavior)

Affiliator: Affiliator managers put people first. Affiliator managers:

- (1) Listen a lot and are more interested in personal than task information
- (2) Do not set goals and/or standards, nor make explicit plans
- (3) Do not direct task performance clearly or exert influence on subordinates
- (4) Do not give task-oriented feedback
- (5) Reward personal characteristics, not task performance - never discipline
- (6) Do not work toward subordinates' skills

Democrat: Democrat managers encourage participation. Democrat managers:

- (1) Encourage people to participate in meetings while the manager listens
- (2) Think that decisions should be made by consensus and that subordinates should make decisions and control work-related activity
- (3) Do not direct clearly, try to match people and jobs and get consensus on direction
- (4) Give some task feedback
- (5) Consider rewarding adequate or desirable performance as a "motivator" and think of negative feedback (i.e., discipline in any form) as useful only in very limited situations
- (6) Work toward developing subordinates' skill, but only somewhat

Pace Setter: Pace Setter managers do it themselves and expect others to be self-directed. Pace Setter managers:

- (1) Expect people to know their jobs and do them well (probably do not listen)

- (2) Communicate goals and/or standards and plan by example
- (3) Do not direct; rather, set the pace, take personal responsibility for success and failure and, because they find it difficult to delegate, work increasingly to try to accomplish everything alone
- (4) Give some task feedback
- (5) Reward good performance but do not provide warmth or support -- often get very coercive when things go wrong
- (6) Develop subordinates only to the extent they model him or her

Coach: Coach managers guide subordinates toward high standards and improved performance. Coach managers:

- (1) Listen
- (2) Are concerned about high performance standards but feel that subordinates should focus on self-improvement and individualized goals, not on some absolute standard or goals
- (3) Are less directive than other managers; see the manager's job as one of aiding or guiding subordinates in their own performance toward these standards (i.e., not telling them or imposing the manager's view of the standards); they ask subordinates to develop plans, solutions to problems, and alternate ways of accomplishing tasks and do not express their personal preference
- (4) Provide frequent, specific, task-oriented feedback, assistance and resources to help subordinates improve performance
- (5) Reward task performance and improvement of performance; do not overlook failures, but respond by helping subordinates to improve
- (6) Develop subordinates effectively

Situations Where Styles Are Effective or Ineffective

Coercive managers are effective in situations when:

- There are crisis
- Emergencies occur, requiring a a quick response
- The manager has information or perspective not possessed by subordinates and which the organization does not require subordinates to have
- Specific procedures must be followed exactly (i.e., minor deviations from procedure will result in serious problems)

Coercer managers are less effective in situations in which:

- Subordinates are expected to solve problems, take initiative or innovate
- Special procedures are required due to a complex organizational structure

Authoritarian managers are effective in situations in which:

- Special procedures are needed due to complex organizational structure
- They can utilize any number of influence skills which they possess
- Soliciting input from subordinates and communicating results of a decision and its rationale are important
- Many decisions must be made for which subordinates may not possess all the information necessary or the comprehensive perspective needed to make the appropriate decision

Authoritarian managers are less effective in situations in which:

- The manager does not have a more comprehensive perspective on the problem or issue than do subordinates
- The status distinction between the manager and subordinates is minimal
- The manager is not required to make many decisions to facilitate organizational performance

Affiliator managers are effective in situations in which:

- Tasks to be performed are routine (i.e., everyone knows what is to be done and how to do it) and performance is at an adequate or high level
- It is important that the manager and subordinates be friends and have a close relationship

Affiliator managers are less effective in situations in which:

- Tasks are unique and complex
- Subordinates must be motivated to take initiative and/or innovate
- Performance of the group or individual subordinates is not up to standards
- Managers are required to make decisions and only they have the full amount of information or perspective needed to make those decisions

Democrat managers are effective in situations in which:

- All subordinates are excellent performers
- All subordinates are well-suited to their jobs
- Subordinates have as much information relevant to decisions and activities as does the manager
- Activities must be conducted by subordinates with a great deal of autonomy, but must be coordinated among the subordinates

Democrat managers are less effective in situations in which:

- The manager has access to information or a perspective which the subordinates should not have
- Crises or emergencies occur which require quick response or decisions
- Each subordinate does not have an in-depth understanding of the work in which each of the other subordinates is engaged
- Subordinates must complete separate parts of a task which, when combined, achieve the work center's goal

Pace Setter managers are effective in situations in which:

- Status distinctions between manager and subordinates are minimal
- Performance goals and standards are clear to everyone
- Subordinates must conduct their work independent of the manager, with little coordination or integration among themselves

Pace Setter managers are less effective in situations in which:

- Subordinates must perform the majority of the tasks
- Coordination or integration is essential to task accomplishment or organizational efficiency
- There are performance problems with one or more subordinates
- Subordinates must be developed quickly with special attention from the manager

Coach managers are effective in situations in which:

- Subordinates have their own access to performance-related feedback
- Performance measure and objectives are clear and understood by everyone
- Timely performance feedback is available to subordinates

- The organizational goals can be met even if one or more of the subordinates do not meet their individual performance goals

Coach managers are less effective in situations in which:

- Managers have information which is not available to subordinates
- Subordinates do not have the comprehensive perspective needed to make performance-improvement decisions
- The organization's performance is dependent on the attainment of certain performance goals by every one of the subordinates
- Decisions regarding the group's activities or performance have to be made in a rapid manner

Points to Consider in Interpreting and Applying Different Leadership Styles

1. There is no leadership style that is effective all the time. There is no leadership style that is ineffective all the time.
2. Everyone has a dominant leadership style which he or she uses most frequently. Some people have several backup styles which they use in situations requiring a style other than their dominant leadership style; they vary the backup style they use according to the demands of the particular situation. Managers are often surprised to find that they have seemingly opposing dominant and backup leadership styles; for example, the common combination of Authoritarian and Democrat. Upon reflection, they usually recognize that they use one style with one type of subordinate or situation (e.g., are Democratic managers in dealing with individuals who know their jobs) and a different style with other people or situations (e.g., are Authoritarian managers with lower-level subordinates when things start to go wrong).
3. Unless people specifically examine or think about their boss's leadership style, they tend to assume that the style is similar to their own. Therefore, people act toward their boss in the way they want subordinates to act toward themselves.
4. The Leadership Style Questionnaire and profile serve as aids in an individual's examination of his or her own leadership style. It is important that the individual not fall into the trap of placing either a positive or negative value on any of the labels used to describe leadership styles. The individual should not assume that a particular leadership style is effective in his or her current managerial job until all the aspects of the job, specific events and other personal characteristics have been examined.
5. There is a need to change leadership styles over time. "Life-cycle" theories of leadership suggest that different leadership styles are appropriate at different stages in a department's progress toward the ability to work together effectively. Theoretically, as department or individual members mature, people move from a relatively unknowledgeable, passive-dependent position requiring firm leadership direction (the Coercer or Authoritarian style) to a point where they know their jobs and are independently motivated, where they are best managed through participation and delegation (the Coach or Democrat style).
6. Leadership styles are behaviors, not motivations. The manager's motives (Achievement, Affiliation, Power) are only one factor in determining what style he or she will employ in a given situation. Of key importance is the effect these behaviors have in establishing and maintaining the organizational climate. Organizational climate, in turn, directly impacts subordinates' motives. The arousal of appropriate motives has a direct bearing on the productivity and satisfaction of each subordinate.

2.7.2

Civilian Characteristics:

-
-
-
-
-
-

2.7.3 Insert LMET portion 4.3-18 -4.3-23.

SITUATIONAL LEADERSHIP

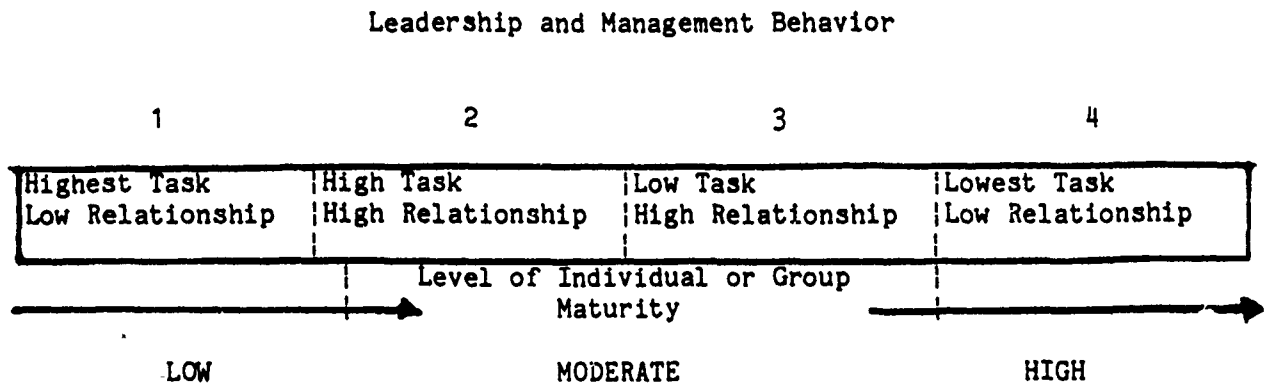
Leadership and management studies in recent years have indicated that there is no right or wrong leadership style; rather, appropriate style or behavior depends on the situation. Leader and manager behavior can be separated into two major categories: task-oriented behaviors and relationship-oriented behaviors. The behaviors related to these categories are identified below.

<u>Task Behaviors</u>	<u>Relationship Behaviors</u>
Directs which activities each person is to perform	Finds time to listen to subordinates
Directs when, where and how tasks are to be accomplished	Is willing to make changes
Directs subordinates to follow standard rules and regulations	Is friendly and approachable
Implements formal channel of communication	Demonstrates a high degree of trust and respect

Studies initiated by the Bureau of Business Research at the Ohio State University have indicated that the degree of emphasis that a manager must place on either relationship-oriented or task-oriented behavior in a particular situation is most dependent on the maturity of the manager and/or group involved.

The interrelationship of task behaviors, relationship behaviors and maturity is shown in the following diagram. The diagram illustrates on a continuum the four basic leadership and management behavior dimensions in relation to group or individual maturity.

Effective Application of Leadership and Management Behavior
According to the Level of Individual or Group Maturity
(Task Related)



A person's leadership and management behavior moves gradually on a continuum from Highest Task/Low Relationship behaviors to Lowest Task/Low Relationship behaviors as the individual or group matures. It should be noted that the highest level of task behavior is required when an individual or group is at a low level of maturity and this task behavior decreases steadily as the individual(s) mature. On the other hand, a low degree of relationship behavior is required when the individual or group is at either the low or high end of the maturity scale, while the moderately mature individual(s) necessitates high relationship behaviors.

READ THE SITUATION AND MARK YOUR CHOICE OF ACTION		A	B	C	D
<p>SITUATION</p> <p>1. Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Emphasize the use of uniform procedures and the necessity for task accomplishment.</p> <p>B. Make yourself available for discussion but don't push your involvement.</p> <p>C. Talk with subordinates and then set goals.</p> <p>D. Intentionally do not intervene</p>				
<p>SITUATION</p> <p>2. The observable performance of your division is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.</p> <p>B. Take no definite action.</p> <p>C. Do what you can to make the group member feel important and involved</p> <p>D. Emphasize the importance of deadlines and tasks.</p>				
<p>SITUATION</p> <p>3. Members of your division are unable to solve a problem themselves. You have normally left them alone. Division performance and interpersonal relations have been good.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Work with the division and together engage in problem solving.</p> <p>B. Let the division work it out.</p> <p>C. Act quickly and firmly to correct and redirect.</p> <p>D. Encourage members to work on problem and be supportive of their efforts.</p>				
<p>SITUATION</p> <p>4. You are considering a change. Your subordinates have a fine record of accomplishment. They respect the need for change.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Allow the division involvement in developing the change, but don't be too directive.</p> <p>B. Announce changes and then implement with close supervision.</p> <p>C. Allow division to formulate own direction.</p> <p>D. Incorporate division recommendations but you direct the change.</p>				
<p>SITUATION</p> <p>5. The performance of your division has been dropping during the last few months. Members have been unconcerned with meeting objectives. redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Allow division to formulate it's own direction.</p> <p>B. Incorporate division recommendations, but see that objectives are met.</p> <p>C. Redefine roles and responsibilities and supervise carefully.</p> <p>D. Allow division involvement in determining roles and responsibilities but don't be too directive</p>				
<p>SITUATION</p> <p>6. You stepped into an efficiently run division. The previous DO tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Do what you can to make division members feel important and involved</p> <p>B. Emphasize the importance of deadlines.</p> <p>C. Intentionally do not intervene.</p> <p>D. Get division members involved in decision making, but see that objectives are met.</p>				

		A	B	C	D
SITUATION	ALTERNATIVE ACTIONS				
7. You are considering changing to a structure that will be new to your workcenter. Members of the workcenter have made suggestions about needed changes. The workcenter has been productive and demonstrated adaptability in its operation.	A. Define the change and supervise carefully. B. Participate with the workcenter in developing the change but allow members to organize the implementation. C. Be willing to make changes as recommended, but maintain control of implementation. D. Avoid confrontation; leave things alone.				
SITUATION	ALTERNATIVE ACTIONS				
8. Division performance and interpersonal relations are good. You feel unsure about your lack of direction of the division.	A. Leave the division alone. B. Discuss the situation with the division members and then you initiate necessary changes. C. Take steps to direct subordinates toward working in a well defined manner. D. Be supportive in discussing the situation with the division but not too directive.				
SITUATION	ALTERNATIVE ACTIONS				
9. Your department head has appointed you to head a task force that is far overdue in making requested recommendations for change. CPO's are not clear on dept. goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.	A. Let the group work out its problem. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Incorporate division recommendations but see that new standards are met.				
SITUATION	ALTERNATIVE ACTIONS				
10. Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards.	A. Allow division involvement in redefining standards, but don't take control. B. Redefine standards and supervise carefully. C. Avoid confrontation by not applying pressure, leave situation alone. D. Incorporate division recommendations but see that new standards are met.				
SITUATION	ALTERNATIVE ACTIONS				
11. You have been promoted to a new position. The previous DO was uninvolved in the division. The workcenter has adequately handled its tasks and direction. Division interrelations are good.	A. Take steps to direct subordinates toward working in a well defined manner. B. Involve subordinates in decision making and reinforce good contributions. C. Discuss past performance with division and then you examine the need for new practices. D. Continue to leave group alone.				
SITUATION	ALTERNATIVE ACTIONS				
12. Recent information indicates some internal difficulties among subordinates. The workcenter has a remarkable record of accomplishment. Members have effectively maintained long range goals. They have worked in harmony for the past year. All are well qualified for the task.	A. Try out your solution with subordinates and examine the need for new practices. B. Allow division members to work it out themselves. C. Act quickly and firmly to correct and redirect. D. Participate in problem discussion while providing support to subordinates.				

Leader Effectiveness & Adaptability Description

DIRECTIONS FOR SCORING

Circle the letter that you have chosen for each situation on the same line to the right, under Column I (STYLE RANGE) and also Column II (STYLE ADAPTABILITY). After you have circled alternative actions, total the number of circles for each sub-column under Column I (STYLE RANGE) and Column II (STYLE ADAPTABILITY) and enter totals in the spaces provided below.

		COLUMN I (Style Range) Alternative Actions				COLUMN II (Style Adaptability) Alternative Actions			
		(1)	(2)	(3)	(4)	(a)	(b)	(c)	(d)
SITUATIONS	1	A	C	B	D	D	B	C	A
	2	D	A	C	B	B	D	C	A
	3	C	A	D	B	C	B	A	D
	4	B	D	A	C	B	D	A	C
	5	C	B	D	A	A	D	B	C
	6	B	D	A	C	C	A	B	D
	7	A	C	B	D	A	C	D	B
	8	C	B	D	A	C	B	D	A
	9	C	B	D	A	A	D	B	C
	10	B	D	A	C	B	C	A	D
	11	A	C	B	D	A	C	D	B
	12	C	A	D	B	C	A	D	B
Sub-columns		(1)	(2)	(3)	(4)	(a)	(b)	(c)	(d)
Multiply by:									
		(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
		-2	-1	+1	+2				
			+		+		+		=
									TOTAL

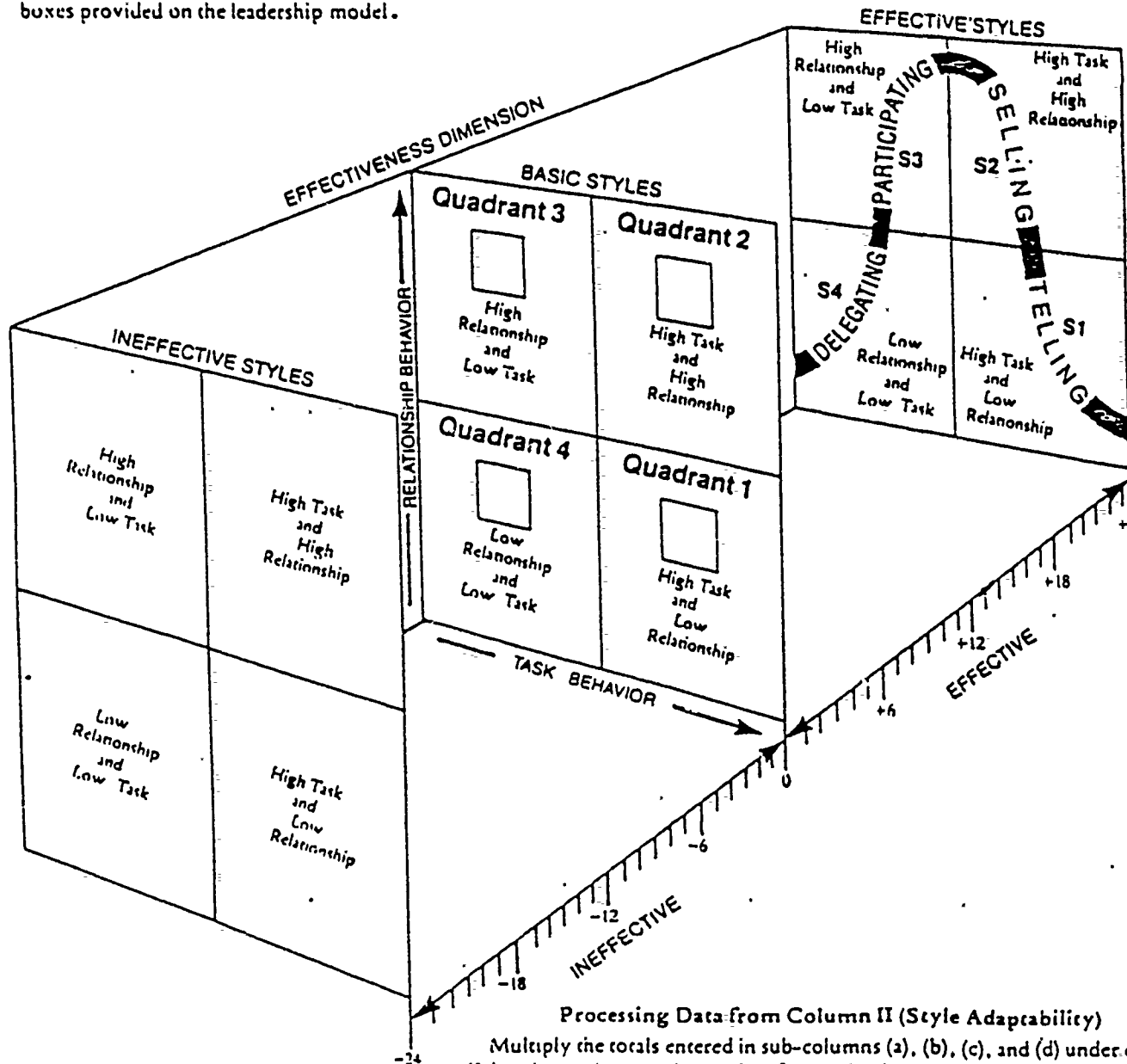


Processing Data from Column I (Style Range)

Sub-column totals from Column I (Style Range) can be located on the basic styles, (the middle portion) of the Tri-Dimensional Leader Effectiveness Model below. The column numbers correspond to the quadrant numbers of the leadership model as follows:

- Sub-column (1)—alternative action choices describe Quadrant 1,
(High Task/Low Relationship Behavior).
- Sub-column (2)—alternative action choices describe Quadrant 2,
(High Task/High Relationship Behavior).
- Sub-column (3)—alternative action choices describe Quadrant 3,
(High Relationship/Low Task Behavior).
- Sub-column (4)—alternative action choices describe Quadrant 4,
(Low Relationship/Low Task Behavior).

Enter the totals associated with each of the four basic leadership styles in the boxes provided on the leadership model.



Processing Data from Column II (Style Adaptability)

Multiply the totals entered in sub-columns (a), (b), (c), and (d) under column II by the positive and negative factors in the same sub-columns. Enter the product in the space provided directly below. (Be sure to include plus or minus.) Then add all four figures and record the sum in the box designated **TOTAL**.

Then place an arrow (↖) at the corresponding number along the ineffectiveness dimension of the leadership model.

DAILY TO DO

DATE: _____

	NOTES:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

WEEKLY SCHEDULE

PLAN YOUR WORK - WORK YOUR PLAN

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0800							
0900							
1000							
1100							
1200							
LUNCH							
1300							
1400							
1500							
1600							
1700							
1800							
SUPPER							
1900							
2000							
2100							
2200							
2300							
SLEEP							
0600							

CATHERINE B. SCHENDEL

2133 FAIRMOUNT AVENUE
ST. PAUL, MN 55105
(612) 695-1215

STRATEGIES FOR BLENDING AND CAPITALIZING

DOMINANT

- Provide: Brief, direct answers that are to the point.
Ask: "What," not "how" questions.
Outline: Possibilities for person to get results, solve problems, be in charge.
Stress: Logic of ideas or approaches.
Agree: With facts and idea, not person.
Timelines: Get them into the open, but relate them to end results or goal.

Remember: A High "D" may want authority, challenges, prestige, freedom, varied activities, difficult assignments, logical approach, opportunity for advancement.

INFLUENCING

- Provide: favorable, friendly environment.
opportunity for them to verbalize about their ideas, people and their intuition.
ideas for transferring talk to action.
testimonials of experts on ideas.
time for stimulating and fun activities.
details in writing.

Remember: A High "I" may want: social recognition, popularity, people to talk to, freedom of speech, freedom from control and detail, favorable working conditions, recognition of abilities, ability to help others, chance to motivate people.

STEADY

- Provide: sincere, personal and agreeable environment.
sincere interest in them as a person.
personal assurances of support.
patience in drawing out their goals.
Ask: "how" questions to get their opinions.
Present: ideas or departures from status quo in a non-threatening manner, giving person an opportunity to adjust.
Define: roles or goals and their place in the plan.
Emphasize: how their actions will minimize their risk.

Remember: A High "S" may want: status quo, security of situation, time to adjust, appreciation, identification with group, work pattern, limited territory, areas of specialization.

COMPETENT

- Provide: straight pros and cons in advance.
reassurances that no surprises will occur.
exact job description with precise explanation of how it fits
big picture.
step-by-step approach to a goal.
many explanations in a patient, persistent manner.
- Prepare: case in advance.
- Support: ideas with accurate data.
- Agree: by being specific.
- Disagree: with facts, not person.
- Remember: A High "C" may want: security, no sudden changes, personal
attention, less responsibility, exact job descriptions, controlled
work environment, status quo, reassurance, to be part
of the group.

CATHERINE B. SCHENDEL

2133 FAIRMOUNT AVENUE
ST. PAUL, MN 55105
(612) 699-1215

FOUR DIMENSIONS OF BEHAVIOR

D/DOMINANT: Approach to obtaining results.

High D -- Active, assertive, direct.
Low D -- Calculated, organized, deliberate.

I/INFLUENCING: Approach to interacting with others/control of emotions.

High I -- Outgoing, gregarious, socially-aggressive, impulsive, emotional, reactive. Needs to be loved.
Low I -- Congenial, controlled, sincere, reserved, logical.

S/STEADY: Approach to social and/or work environment -- controlled vs. flexible.

High S -- Controlled, deliberate, predictable. Values security and disciplined behavior.
Low S -- Flexible, dynamic, unstructured, "don't fence me in." Values freedom or expression.

C/COMPETENT: Adherence to established standards or expectations.

High C -- Prefers things done "right way," according to the book or established/accepted standards or expectations.
Low C -- Independence, bottom-line results, "right way is my way."

CATHERINE B. SCHENDEL

2133 FAIRMOUNT AVENUE
ST. PAUL, MN 55105
(612) 699-1215

PERSONAL PROFILE CHARACTERISTICS

HIGH "D"

DIRECT
RESULTS ORIENTED
EGOCENTRIC
RISK TAKER
DOMINEERING
DEMANDING
FORCEFUL

ADVENTURESOME
DECISIVE
INQUISITIVE
SELF ASSURED
RESPONSIBLE
COMPETITIVE
AGGRESSIVE

HIGH "I"

ENTHUSIASTIC
GREGARIOUS
SYMPATHETIC
GENEROUS
INFLUENTIAL
PERSUASIVE
FRIENDLY

CONFIDENT
TRUSTING
POISED
CHARMING
SOCIABLE
IMPULSIVE
SELF PROMOTING

LOW "D"

CONSERVATIVE
MODEST
CAUTIOUS
PEACEFUL
FACT SEEKER
MEEK

UNPRETENTIOUS
MILD
QUIET
UNASSUMING
SELF CRITICAL
CALCULATED RISK
TAKER

LOW "I"

CONGENIAL
FACTUAL
LOGICAL
RESERVED
REFLECTIVE
SUSPICIOUS

RETIRING
PESSIMISTIC
ALOOF
WITHDRAWN
SELF CONSCIOUS
CONTROLLED

HIGH "S"

SELF CONTROLLED
EASY GOING
PASSIVE
SERENE
RELAXED
NON DEMONSTRATIVE
PREDICTABLE

POSSESSIVE
PATIENT
DELIBERATE
AMABLE
STABLE
LOYAL
TEAM PERSON

HIGH "C"

CONSCIENTIOUS
EVASIVE
WORRISOME
SYSTEMATIC
DIPLOMATIC
ACCURATE
CONVENTIONAL

WITHDRAWN
MATURE
PERFECTIONIST
CRITICAL
FACTUAL
SENSITIVE
HIGH VALUES AND
STANDARDS

LOW "S"

FAULT FINDER
IMPULSIVE
MOBILE
ALERT
ACTIVE
RESTLESS

DISCONTENTED
CHANGE ORIENTED
DEMONSTRATIVE
FIDGETY
CRITICAL
FRUSTRATED BY
STATUS QUO

LOW "C"

"OWN PERSON"
INDEPENDENT
PERSISTENT
STUBBORN
TACTLESS
OPINIONATED

SARCASTIC
REBELLIOUS
DEFIANT
SELF RIGHTEOUS
OBSTINATE
RIGID

D/DOMINANT

I/INFLUENCING

S/STEADY

C/COMPETENT

NEEDS

Challenge, empathy, direct answers

Recognition, objectivity, control of time

Security, pkgd. presentations, time to adjust to change

Self respect, "big" picture, defined responsibility

WANTS

Varied activities, credit for accomplishments, to be first, power

Harmony, popularity, to convince, favorable environment

Approval, reassurance, appreciation, sincerity

Accuracy, standard operating procedures, sheltered environment

FEARS

Losing, close scrutiny

Loss of approval, audit of time, fixed environment

Loss of security, sudden change, unethical procedures

Criticism, mistakes, incompetent supervisors

WORK
STYLE

Critical, direct, forceful, delegates, questions status quo, "get it done"

Persuasive, mobile, enthusiastic, friendly, "open door" policy, inspiring

Controlled, cautious, patient, traditional, "do it right," teamwork, specialist

Accurate, introverted, perfectionist, critical

ORIENTATION

Results; shapes existing environment by overcoming opposition

People; shapes existing environment by working through people

Projects; cooperates to get job done

Tasks; works with existing circumstances to promote quality/service

TO MOTIVATE
GIVE

Power, authority, challenging assignments, credit for achievement, direct answers

Freedom to speak, democratic supervision, applause, opportunity to help

Traditional procedures, sincerity, limited territory, detailed explanations

Personal attention, tactical criticism, standards, security, assurances

PHYSICAL
STYLE

Active, restless, overpowering

Active, outgoing, mixer, persuasive, enthusiastic

Composed, controlled, slow starter

Fussy, worrier, moody, sensitive

LOYALTY

Only if motivated; otherwise, may be directly disloyal

Only if motivated; otherwise, may be tactfully disloyal

Loyal to established policy/procedure; rarely disloyal

Loyal to people they respect/admire; stern critic

2.7.4

There are four main dimensions of behavior.

D/DOMINANT:

High D

Low D

I/INFLUENCING:

High I

Low I

S/STEADY:

High S

Low S

C/COMPETENT:

High C

Low C

Under pressure the following limitations may appear in people with high:

D/DOMINANT

1. Oversteps prerogatives.
2. Inspires fear in others.
3. Sulks when not in limelight.
4. Dissatisfied with routine work.
5. Inattentive to little things.
6. Resists participation as team.
7. Reacts bluntly and sarcastically.

I/INFLUENCING

1. More concerned with popularity than tangible results.
2. Oversells.
3. Acts impulsively.
4. Inconsistent in conclusions.
5. Becomes inattentive to detail.
6. Unrealistic in appraising people.
7. Trusts people indiscriminately.
8. Avoids planning/scheduling.

S/STEADY

1. Maintains status quo.
2. Avoids deadlines.
3. Lacks imagination.
4. Holds a grudge.
5. Waits for orders before acting.
6. Takes a long time to adjust.
7. Needs help getting started on daily assignments.
8. Continues to do things the way they were always done.

C/COMPETENT

1. Leans on supervisors.
2. Hesitates to act without precedent.
3. Remains bound by procedures.
4. Gets bogged down in details.
5. Passes the buck.
6. Yields position to avoid controversy.
7. Becomes defensive.
8. Becomes suggestible/easily led.

CASE STUDY #1

LT. Berna has a high drive to achieve results that is coupled with a need to arrive at the best possible solution and product in her efforts. She can foresee future implications and shortcut alternatives to more laborious, less efficient procedures. This trait makes her naturally competitive, though this may not always be obvious to others because of her tendency to be private and discrete in her actions. She becomes bored easily without new challenges, has a high need for autonomy, and is somewhat distant in interpersonal communications. She is very demanding of herself, expecting much higher standards of performance for herself than others do.

WHAT CLASSIFICATION DOES SHE FALL UNDER?

Using the handout discuss her needs, motivating factors and fears.

CASE STUDY #2

LT Carol is a steadfast worker who is well organized and does her job in a thorough, detailed manner as prescribed by her superiors. However, because of her serious, though sincere, mannerisms, she often lacks the personal dynamics and sense of relaxation that puts others at ease. She tends to get flustered if a superior or co-worker raises concerns that she cannot answer, letting such problems - even if minimal - detract from the interactions. While she is service-oriented, she often depends upon specific direction from others. Furthermore, she tends to be overly responsive to others' needs.

WHAT CLASSIFICATION DOES SHE FALL UNDER?

Using the handout discuss her wants, style and orientation.

CASE STUDY #3

LT Duke is a very outgoing person who is motivated by his desire to get results by working through other people. Dick is a take-charge person who is constantly seeking tasks and situations which allow him to demonstrate his ability to accomplish tasks. While he can be most charming and likeable when things are going his way, he has been known to be highly critical and demanding when under pressure or when he meets with resistance to his goals. He is also basically impatient because of his personal drive for newer, bigger and better accomplishment rather than being satisfied with what he

and others have already achieved. When this conflict does occur, he becomes quite suspicious of others and tends to take control of everyone, and everything, possible. He also tends to become strong headed at this time, pushing his position and becoming stoically driven to get the results he wants.

HIS CLASSIFICATION WOULD BE ?

What does he want, fear is loyal to?

MANAGEMENT UNIT - STUDENT GUIDE

3.1 MANAGEMENT TECHNIQUES

Enabling Objectives

3.1.1 Explain the differences between technical and interactive management.

3.1.2 Recognize "games" and when they are being played and responses that can stop "game playing" when given specific case studies.

3.1.1

Motivating Statement:

How many of you have been asking why are there two separate categories for leadership and management - aren't they really the same? In the book On Becoming a Leader is found a list of crucial differences which are listed below:

- " • The manager administers; the leader innovates.
- The manager is a copy; the leader is an original.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his eye always on the bottom line; the leader has his eye on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager is the classic good soldier; the leader is his own person.
- The manager does things right; the leader does the right thing.

(Bennis, 1990, p. 45)

3.1.1

Technical management

TECHNICAL

Company oriented
Tells
Forces compliance
Task oriented
Inflexible
Thwarts needs
Creates fear and tension

INTERACTIVE

Employee oriented
Explains and listens
Develops commitment
People oriented
Adaptable
Satisfies needs
Establishes trust and
understanding

3.1.2

A game is

The reasons for playing games vary:

-
-
- to relieve tension
-

Types of Games

Blaming -

One-upmanship -

If It Weren't for You -

See What You Made Me Do -

Now I've Got You, You S.O.B. -

Blemish -

Bear Trapper -

Let's You and Him Fight -

Yes, But -

Corner -

Uproar -

Courtroom -

Kick Me -

Poor Me -

Harried Executive -

How can one stop games?

- 1.
2. Get out of role -
- 3.
4. Give and accept positive strokes -

3.2 Staff Organization and Power

3.2.1 Given a scenario diagram your position on staff. Diagram the structure of the department. Identify the power players in your organization.

3.2.2 Given certain social situations, recognize power plays in the environment.

3.2.3 When given specific cases use the Situational Leadership Model to describe the situational uses of power.

3.2.1

Think of the most powerful person on your staff (past staff). What qualities gave this person power?

Definition of power:

-
- "Ultimate power is the ability to produce the results you desire most and create value for others in the process. Power is the ability to change your life to shape your perceptions, to make things work for you and not against you. Real power is shared, not imposed. It's the ability to define human needs and to fulfill them - both your needs and the needs of the people you care about (Robbins, 1986, p. 5)".

Personal and Position Power

Personal Power

What kind of power comes from the top - down?

Position Power

"Position power can be thought of as the authority to use the rewards and sanctions that are delegated down (Hersey & Blanchard, 1988, p. 206)".

Types of Personal Power (Hersey & Blanchard, 1988, p. 210):

- _____

• _____

• **Expert power**

Types of Position Power (Hersey & Blanchard, 1988, p.208-209):

• **Coercive power -**

• **Connection power -**

• _____

• _____

QUIZ

1. The aide to an admiral would probably have what kind of power?
2. One of your division officers holds a collateral job which reports directly to the XO. What kind of power would this person have?
3. The civilian working at the air station in the operations department would have what kind of power if you wished to schedule an arrival or departure for your boss?

3.2.2

Hunsaker and Alessandra's Chapter "Spatial Arrangements Say Things" describes six areas in which we use space to communicate. These are covered in detail below (Hunsaker & Alessandra, 1980, p. 178-179):

1. Territory

2. _____

Examples are:

- More is better than less
-
- Higher is better than lower
-
- Near is better than far -
-

3. Things

- Bigger is better than smaller
-
-
-

- Expensive is better than cheap

-

4. Proxemic zones

5. Dyad arrangements

- Corner-to-corner

-

- Competitive seating

-

6. Group arrangements

-

-

- Balancing dominant leader

Who sits where?

3.2.3

Case Study #1

As the maintenance department head one of your responsibilities includes lawn care for the command. You have been working with civilian contractors regarding cutting and manicuring the grounds around the headquarters area. You have been exchanging memos/phoncons with the civilian agency regarding the specific times the crews choose to cut and edge the headquarters area. Your complaint is that every Wednesday a formal inspection by the commanding officer is held in front of the headquarters and therefore that is not the appropriate time for them to be working the area. At the last department head meeting the CO mentioned he "couldn't hear the band over the lawnmowers". That evening at COB you are informed by the XO that Congressman Umpdesquat will be arriving at the headquarters tomorrow at 0900 and to ensure the area "looks good" for his arrival. When you arrive at your office at 0700 the next morning you are greeted by the XO who rips your face off because the headquarters area has not been cut or trimmed and looks awful. He does not give you the chance to explain that the crew was just arriving to cut the grass as you walked in and that you would have had to pay the civilians time and a half to cut the grass late last evening. As is it was very hard to convince the civilian division to adjust their schedule and trim the headquarters area first.

- What kind of power did the CO use? Leadership style?
- What kind of power did the XO use? Leadership style?
- What kind of power will be most effective on the civilian division? Why? What readiness level are they?

Case Study #2

Your department is in need of a new YN. There are only three petty officer first class YN's available. Your department is located at the headquarters and is a highly visible area. Of the first two candidates interviewed one was extremely overweight and the other looked like he slept in his uniform. The third candidate has not been highly recommended by his present division officer but his appearance is excellent. He knows where he stands with his past division officer and would like to change jobs. You hire him. As time progresses you give him more and more responsibility and his performance in all respects is outstanding. His self-confidence improves with his increased success and with his increased areas of responsibility. He starts expanding his own job description and begins taking on more tasks without anyone delegating them to him.

- This YN was at what readiness level when he first arrived?
- What kind of power did the department head use?
- What kind of power did the YN have at the end?

Case Study #3

You are the administrative officer department head. All VIP visits are coordinated by your department. A very junior congressional staffer is planning to visit your command next week. He is giving your division officer the following problems:

- expects the CO to reschedule to meet and brief him.**
- expects the CO to escort him for the entire visit.**

In short, he expects to be treated like his boss. Your DO has explained carefully the schedule that is appropriate for this staffer. The staffer is on the phone and wishes to speak to the XO now. The DO has him on hold to talk to you.

- the staffer is using what kind of power?**
- your readiness level is at what level?**
- the staffer's readiness level is at what level?**
- the best type of power to use on this staffer would be?**

Case Study #4

You are the department head of the largest department at your command. You are having trouble with one of your division officers. The XO has brought to your attention some deficiencies which were a direct result of your problem DO. You have not publicly shifted the blame to the DO - you have covered his inadequacies thus far. The XO has called you in to listen and offer some ideas in dealing with you problem DO. You counsel your DO again using a counseling technique offered by the XO. You find out the DO has been experiencing some serious marital problems. During the next month the DO's performance improves. At the next month's department head meeting the XO gives your department a BZ for performance.

- What kind of power did the XO use?
- What kind of power did you use with the XO? with the DO?

3.3 Stress Management/Flexibility

Enabling Objectives

3.3.1 Given case studies, recognize stressful situations and describe ways to decrease the tension utilizing the environment and counseling techniques.

3.3.2 Given a certain office situation describe how flexibility could be increased. Discuss a minimum of three areas.

3.3.3 Discuss the following Navy saying, "Flexibility, the key to indecision".

"Everywhere you trip is where the treasure lies." }

Norman Lear

"Learning to lead is, on one level, learning to manage change. As we've seen, a leader imposes (in most positive sense of the word) his philosophy on the organization, creating or re-creating its culture. The organization then acts on that philosophy, carries out the mission, and the culture takes on a life of its own, becoming more cause than effect. But unless the leader continues to evolve, to adapt and adjust to external change, the organization will sooner or later stall (Bennis, 1989, p. 145)."

"Leaders learn by leading, and they learn best by leading in the face of obstacles. As weather shapes mountains, so problems make leaders. Difficult bosses, lack of vision and virtue in the executive suite, circumstances beyond their control, and their own mistakes have been the leaders' basic curriculum (Bennis, 1989, p. 146)."

Environment

Techniques to diminish stress in the environment.:

-
-
-
- Standing over other people

How to decrease stress:

- 1.
- 2.
- 3.
4. The key is to be able to read the other person's style and have enough flexibility to adjust your behavioral style.

The following table shows the importance of involving all in give-and-take discussions, how important listening to others can be and the importance of providing feedback - especially when catching someone doing something right.

<u>Relationship-Behavior</u>	<u>Behavioral Indicator</u>
Giving Support	Provides support and encouragement
Communicating	Involves people in give-and-take discussions about work activities.
Facilitating Interactions	Facilitates people's interactions with others.
Active Listening	Seeks out and listens to people's opinions and concerns.
Providing feedback	Provides feedback on people's accomplishments (Hersey & Blanchard, 1988, p. 187)."

3.4

"Frances Hesselbein demonstrates synthesis as she describes her approach to her work: 'First, you have to figure out how to organize your job the management of time, what your responsibilities are. Second, you have to learn to lead, not contain. Third, you have to have a clear sense of who you are and a sense of mission, a clear understanding of it, and you must be sure that your principles are congruent with the organization's principles. Fourth, you have to demonstrate through your behavior all the things you believe a leader and a follower should do. Fifth, you need a great sense of freedom and scope so that you can free the people who work with you to live up to their potential. If you believe in the team approach, you must believe in people and their potential. And you must demand a great deal of them, but be consistent.' (Bennis, 1989, pp 138-39)."

Enabling Objectives

3.4.1 Recognize examples of time being used as a power play and apply techniques previously learned to employ or reverse the power play.

3.4.2 List the One Minute Manager Rules of paperwork.

3.4.3 Organize a meeting with division officers. Include where each person sits, who speaks when, in what order and how long meeting should last.

3.4.4 List four technological advances which can increase efficiency of time management and discuss how these could have been implemented in two of your prior jobs.

3.4.1

Some interesting facts found on middle level managers (McCall, Morrison & Hannan, 1978):

The percent of activities lasting less than 9 minutes in length is 50%.

The number of interruptions a day varies from 40 - 70.

The number of scheduled meetings a day -- 4.

The number of unscheduled meeting a day -- 4.

The number of tours/visits per day -- 1.

The percentage of time spent on paperwork - 20 - 30%.

The percentage of time spent on interruptions - 20%.

Six Ways Time Is Structured/Spent:

1. Withdrawal

2.

3.

4. Pastimes

5.

6.

3.4.2

One Minute Manager

To train winners:

-

-

-

-

-

TRAF

-

-

- You can act on it yourself

-

3.4.3

BIO-RHYTHMS

HUNGER

Holding the meeting when everyone is hungry can create major problems:

-
- Hunger makes people self-involved.
-
-
-

LOCATION

The main question one should be asking is **where is the best place to get and keep undivided attention?**

Some questions you should ask yourself before setting up the meeting are:

- Who's calling the meeting and for what reason?
-
-

-
- Are you trying to neutralize your power in order to motivate and build team spirit?
-
-

WHICH DAY

- Mondays
- Fridays -

GOOD NEWS/BAD NEWS

Three areas in which meetings are held

YOUR OFFICE

This makes the other person(s) feel:

-
- threatened
-

THEIR OFFICE

It :

- puts others at ease - familiar surroundings

-

-

-

-

NEUTRAL AREA

Conference rooms implies:

-

- Closes out all outside interference.

-

HOW LONG

3.4.4

TECHNOLOGY

Name some technological advances that have made your life and job easier over the past 5 years.

-
-
-
-
- interactive video - utilizes already established phone lines (digital). Allows interaction between student and instructor but also shares information in the computer.

Disadvantages in utilizing technology?

-
-
-

What are some advantages?

-
- taped classes allow student flexibility.
-

3.5 Officer Fitness Reports/Civilian Evaluations

Enabling Objectives

3.5.1 Recognize specific traits that will make candidate stand out - in both a positive and negative way.

3.5.2 Define counseling log and recognize reasons for keeping a log.

3.5.3 Given a situation, utilize counseling techniques acquired to brief person on their fitness report or evaluation.

3.5.1

In the Perspective newsletter was an article about what makes a well written fitness report. The highlights of the article are listed below (Perspective, 1985, Nov-Dec, p. 3):

- **The overall evaluation**

- **Write clear, concise reports**

- **Focus on the following areas:**

-

-

-

-

- **Recommendations (command/promotions)**

- **grades and narrative**

- **Use bullets to emphasize accomplishments.**

•Underline

•Last paragraph

•Submit on time.

Evaluation/Fitness Report Due Dates

January

E1-E3 Evals due 31 Jan

E-7 Exam

February

E-4/E-5/E-6 exam applications due this month

LTJG FITREPS due 28 Feb

March

CWO (W4, W3, W2) FITREPS due 31 Mar

E-5 Evals due 31 Mar

E-4/E-5/E-6 Navywide Advancement exams given

April

May

ENS FITREPS due 31 May

June

E-4 Evals due 30 Jun

July

All LDO/CWO applications due

August

CDR FITREPS due 31 Aug

LTJG FITREPS due 31 Aug

September

E-7/E-8 Evals due 30 Sep

CWO (W-2) due 30 Sep

E-4/E-5/E-6 Navywide Advancement Exam

October

LCDR FITREPS due 31 Oct

November

E-6 Evals due 30 Nov

December

LT FITREPS due 31 Dec

LOGS

What should a log contain? Any special format?

The following handout contains excerpts from an unknown source but reflect potential semi-serious bullets for Officer Fitness Reports.

Bullets for Officer Fitness Reports

- Can express a sentence in two paragraphs anytime.
- Leadership is outstanding except for a lack of ability to get along with subordinates.
- Honest, faithful, trustworthy, stupid.
- Approach to superiors is uninhibited and comradely. If not for my out basket, he would brief me from a perch on the edge of my desk.
- His greatest virtue is a desire to maintain high standards which combined with certain failings cause him to be over-bearing, rash, and at times impossible.
- I have never in my career seen an officer who can work so hard and get so little done.
- A genial, excitable officer who avoids responsibility.
- Can be depended on for a days work each day. No more, no less.

The following are negative or passive attributes:

inactive	passive	slow and sure	steady
studious	timid	cautious	weak
negative type	reserved	unassuming	taciturn
patient	unresponsive	pessimistic	tolerant
easily turned	pliable	lenient	hesitant
quiet	calm	lethargic	sober
conservative	orthodox	conventional	painstaking
unimaginative	tactful	courteous	indoctrinated
considerate	careful	learns slowly	serious
undependable	flippant	humorous	
lacks confidence		ability to admit own errors	
becomes rattled		inclined to putter	
becomes confused		slow to grasp essentials	
particular about details		falls back on details as a refuge	
mentally dull		not an orderly thinker	
jumps to conclusions		lacks mental coordination	
a "wheel horse"		a plodder	
one-track mentality		unobservant	
lacking in humor		may burn out or crack under pressure	
does not inspire confidence in subordinates		avoids or is unwilling to assume responsibility	

3.5.3

Situation: You will brief a division officer on his fitness report.

Background: You have already had two formal counseling sessions with this officer because of the poor performance of his division. He has blamed the poor performance on the quality of his staff - just aren't getting quality sailors anymore. Of your seven division officers this person has been ranked the lowest. You have discussed with the XO the possibility of moving this officer to another department if his performance continues to be substandard. Brief this person using the communication techniques already covered. Role playing will have to be used - video tape the session.

3.6 Enlisted Evaluations

Enabling Objectives

3.6.1 Recognize the division officer's areas of responsibility in handling evaluations. List five areas that should be stressed when pre-briefing.

3.6.2 Explain two techniques that could be used to rank individuals.

3.6.1

(NAVMILPERSCOMINST 1616.1A of 10MAY83).

- 1.
2. Are all special achievements included - special qualifications, service schools and educational achievements.
- 3.
4. Was a bullet format followed for specific statements?
5. Do comments and marks match?
The comments should cover the member's contribution toward fulfilling the missions of the Navy, command, department and division.
- 6.
7. If a weakness was noted in the marks was a resolution of the weakness discussed in the evaluation phase?

Specific comments for the DO

1. Each evaluation is a reflection of your ability to write and will be reflected on your fitness report.

2.

3. Justification for marks given will be required - keep a log.

4. Evaluation traits should be segregated into 5 areas:

-

-

-

-

- Management

3.6.2

How did you rank the top 10%; the top 20% of the first class petty officers at your last command?

One method

Another method

3.7 Empowerment/Feedback

Enabling Objectives

3.7.1 Define verbal feedback, recognize situations where lack of feedback could cause miscommunications.

3.7.2 Recognize situations where "no" is the best answer.

3.7.3 Define persuasive action and give an example of how one could utilize it. Describe two motivational tools that would also be beneficial.

3.7.4 Discuss how micro-managing affects empowerment.

3.7.1

VERBAL FEEDBACK

•Clarification

• _____

NONVERBAL FEEDBACK

FACT FEEDBACK

FEELING FEEDBACK

What are the specific feedback skills?

1. Give and get definitions

2.

3. Ask questions

4.

5.

6. Give feedback

7.

3.7.2

-
-
- Knuckling under to another's demands.
-
- Giving into one's own mental or emotional 'demands' to go off a diet, avoid a responsibility, procrastinate.
-

If you could relate with any of the above then it is time to review the term assertiveness.

Assertiveness

It is:

-
- acting with confidence
-

How to say NO:

- **The sandwich technique**

- 1.

- 2.

- 3.

- **Appear to be calm, show no anger.** Say no with quiet firmness.

- **The broken record technique**

- **Do not be intimidated by others.**

3.7.3

Influencing people is the art of letting them have your way.

ANONYMOUS

Persuasion defined: "Helping people to cooperate with you (Swets, 1983, p. 159)."

How will persuasion affect others?

go to handout-

1. Attention

2. Comprehension -

Ask the following questions to yourself:

- "Is my speech clear and free from jargon?
- Does my main idea make sense to my hearer?
- Have I used vivid language and concrete examples to improve comprehension? (Swets, 1983, p. 165)"

3. Belief -

- **Show enthusiasm**
- **Provide evidence**

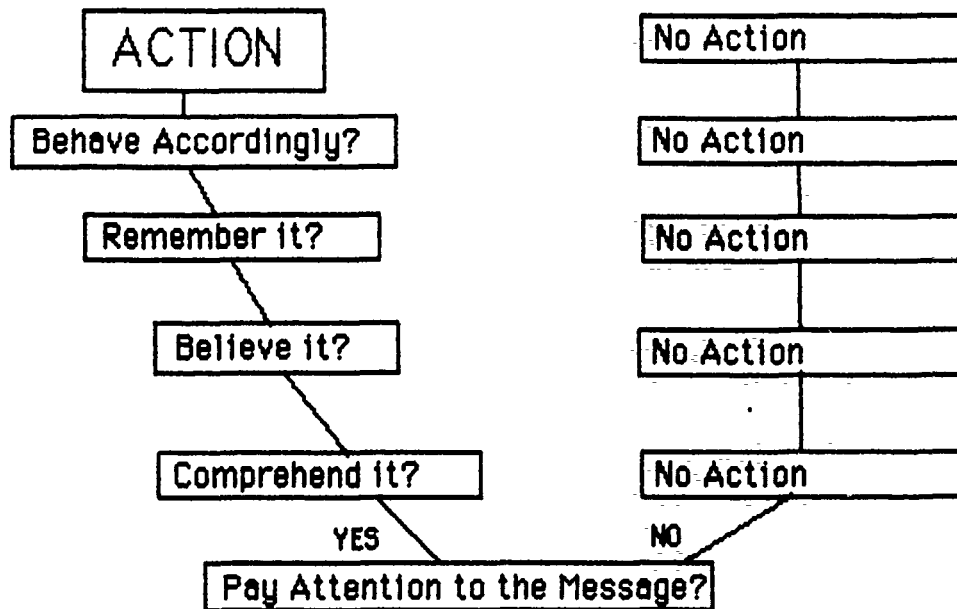
4. Retention -

5. Action -

Using these 5 steps creates a persuasive message which will be "clear, credible, memorable, and likely to compel action (Swets, 1983, p. 160)."

STEPS TO ACHIEVE COOPERATION

Does your listener?



"Adapted by David Myers from the writings of Yale University social psychologist William McGuire, cited in David G. Myers, Social Psychology (New York: McGraw-Hill, 1983), p. 275 (Swets, 1983, p. 161)."

3.7.4

"Managers generally think in terms of controlling the elements of an organization's culture, strategy and all the other variables that fall within their domain. To control, they assume, is to maximize. When it comes to people, the manager assumes that people also need to be controlled. Control, managers feel, will help people attain the cooperation the organization requires. In the manager's mind, if you can't control it, you can't manage it.

Leaders, in sharp contrast, would rather empower organizations and people. To their way of thinking, empowerment can unleash the energy necessary to take the organization beyond its current position. Only by giving people the freedom and resources to act can you expect them to go above and beyond the call of duty. Leaders empower people, systems, structures, strategies, and other variables by opening the way for their expansion, enhancement, and evolution. (Hickman, 1990, p. 127)."

"Leaders who trust their co-workers are, in turn, trusted by them. Trust of course cannot be acquired, but can only be given. Leadership without mutual trust is a contradiction in terms. Trust resides squarely between faith in himself, his abilities, his co-workers, and their mutual possibilities. But he also has sufficient doubt to question, challenge, probe, and thereby progress. In the same way, his co-workers must believe in him, themselves, and their combined strength, but they must feel sufficiently confident to question, challenge, probe, and test, too (Bennis, 1989, p. 140)."

3.8 Contracts/Budgeting

Enabling Objectives

3.8.1 Explain what a contract consists of, what the Navy requires and loop holes to be aware of when dealing with civilian contractors.

3.8.2 List sources available to the department head to help review contracts.

There cannot be a crisis next week. My schedule is already full.

Henry Kissinger

In the Financial Management Guidebook for Commanding Officers (NAVSO P-3582) are found helpful guidelines of financial responsibilities which are transferable to department heads(Chapter I: pp. 2-3).

Guidelines of Financial Responsibility

- 1.
2. Budget for your needs.
- 3.
- 4.
5. Never overspend.
- 6.
7. Keep checking against your plan.

Terms

AAA - Authorization Accounting Activity - the activity assigned the accounting responsibility.

Accounting - "the science of recording, classifying, summarizing, reporting and interpreting financial transactions and events ((NAVSO P-3582, Chapter 5: p. 1)." This is important because the public is given a specific breakdown of how the military spends the money appropriated by Congress.

Appropriations - these are funds allowed by Congress which cover the hiring of personnel, the purchase of supplies and equipment and the awarding of contracts. Annual appropriations are divided into four quarterly limits - not always equally divided. Appropriations are broken down into three categories - commitments, obligations and expenditures. Since Congress authorizes the expenditure of these funds none of them may be transferred from one appropriation to another unless "expressly provided for by the Congress (NAVSO P-3582, Chapter II: p. 10)".

Budget - a financial plan of action. A plan for the spending or allocation of money to accomplish some objective or goal. "(1) in the broad sense refers to the entire process of estimating further revenues, expenses, and cash flow; (2) specifically, an estimate of future expense levels (Thomsett, 1988, p. 14)".

Commitment - "a firm administrative reservation of funds, based on firm procurement directives, orders, requisitions, authorizations to issue travel orders, or requests which authorize the recipient to create obligations without further recourse to the official responsible for certifying the availability of funds (NAVSO P-3582, Chapter II: p. 9)."

Cost estimation - the process of determining how much money is needed to accomplish objectives.

Expenditures - "(disbursements) result in actual payments from available funds. They are evidenced by vouchers, claims, or other documents approved by competent authority (NAVSO P-3582, Chapter II: p. 9)."

FIPC - Financial Information Processing Center - same as AAA.

Justification - written, oral, and/or graphic support for a request of funds. NAVSO P-3582 suggests always asking yourself "What if my budget is reduced by 5% of 10%? (Chapter 3, p. 3)

Obligation - "represents the amount of an order placed, **contract** awarded, service rendered or other transaction which legally encumbers a specified amount of an appropriation or fund for expenditure (NAVSO P-3582, Chapter II: p. 9)." It is further explained how important it is to schedule frequent reviews and validations to keep track of undelivered orders and requisitions - "... obligations which are no longer valid may be de-obligated and these resources [may be] put to use for new or unfunded programs consistent with the intent of the original fund authorization (NAVSO P-3582, Chapter II: p. 9)."

Can MWR (Morale, Welfare and Recreation) activities receive appropriated funds?

Resources

Financial Management Guidebook for Commanding Officers, July 1990 (NAVSO P-3582)

Financial Management in the Navy (NAVEDTRA 10792-F)

Analysis for Managers of People and Things, Office of the Assistant Secretary of Defense, Comptroller

The Little Black Book of Budgets and Forecasts by Michael C. Thomsett, 1988, AMACOM, New York.

PROFESSIONAL/SELF-DEVELOPMENT UNIT STUDENT GUIDE

4.1 GOAL SETTING

Enabling Objectives

4.1.1 List the procedures for writing goals.

4.1.2 Explain why goals are needed and discuss the types of goals.

4.1.3 Define WBC as described in From Confucius to Oz.

How important is goal setting?

In the Tao of Pooh it states:

"How can you get very far,
If you don't know Who You Are?
How can you do what you ought,
If you don't know What You've Got?
And if you don't know Which To Do
Of all the things in front of you,
Then what you'll have when you are through
Is just a mess without a clue
Of all the best that can come true
If you know What and Which and Who (Hoff, 1982, p. 58)"

4.1.1

Goal Clarification Worksheet Instructions

1. Brainstorming

(Time allowed - 3 minutes)

- On a blank sheet of paper make a list of all the things you want to achieve in your lifetime.
- Repeat process for the coming year.
- Repeat process for the next month.

2. Goal Clarification

- Go back to each list and evaluate each goal. Try to identify priorities - eliminate conflicts, large sacrifices.

3. Using the Worksheet on the next page rank each personal preference on a scale of 1-10 by asking "How important or valuable is this to me? (Crawford, 1988, p. 38)"

4. Make copies of the worksheet so that each goal will be a separate piece of paper.

5. On the same scale rank each goal by asking yourself "How much will this goal satisfy my personal preference for. . . ?(Crawford, 1988, p. 38)" Record answer in Goal Rank Column.

6. Multiply evaluation column by goal rank column for each preference heading. Record answer in Sub-total Column.

7. Add all sub-totals and put answer in the Sum Total blank. "The goals with the highest sum totals are your primary goals (Crawford, 1988, p. 39)."

Goals Clarification Worksheet

Personal Preference	1-10 Evaluation	1-10 Goal Rank	1-10 Sub Total
Accomplishment			
Challenging			
Experience			
Control			
Creative			
Expression			
Education			
Fame			
Friendship			
Happiness			
Helping Others			
Independence			
Inner Peace			
Love			
Loyalty			
Obey The Law			
Personal			
Development			
Productivity			
Promotions			
Religion			
Respect			
Self-Respect			
Teamwork			
Wealth			
Where You Live			
Winning			
Sum Total			

From Confucius To Oz by Vernon Crawford, Donald I. Fine, Inc., New York, 1988, p.40.

Time Inventory Analysis

Another simple organizer is a "to do" list. Examples are provided on the following pages.

Remember this:

"Good time management --setting goals and priorities, planning, keeping daily 'to do' lists --can help alleviate [impulsive decisions] (Crawford, 1988, p. 46)."

4.1.2

Goal setting

Editing and selecting should be based on three factors: (Hamlin, 1988, p. 78-9).

Practicality -

Scope -

Timing -

-

- How receptive is the boss going to be?

-

-

How do you set quality goals - what factors are involved in designing quality goals?

SMART will help one develop quality goals. What does SMART stand for? According to Hersey and Blanchard it stands for:

S -

M -

A -

R - Relevant.

T -

Q. 3

In From Confucius To Oz there are three attributes which allow us to climb the Wisdom Ladder. WBC can be defined by the following (Crawford, 1988, p. 6),

"He that is really wise can never be perplexed.
He that is really benevolent can never be unhappy.
He that is really courageous can never be afraid."

Confucius

"Wisdom, benevolence and courage: these are the three universal virtues. Some practice them with the ease of nature; some for the sake of their own advantage; and some by dint of great effort."

Confucius

Wisdom

Benevolence

Courage

The Tao of Pooh states:

"The play-it-safe pessimists of the world never accomplish much of anything, because they don't look clearly and objectively at situations, they don't recognize or believe in their own abilities, and they won't stretch those abilities to overcome even the smallest amount of risk (Hoff, 1982, p.122)."

After taking your WBC Questionnaire read the interpretations found on pages 21-26. Then break into groups after class to discuss results.

4.2 Ethics/Values/Decision Making

4.2.1 List the four steps involved in the problem-solving process.

4.2.2 Describe the WBC approach to decision making and problem solving.

4.2.3 Analyze your decision making style(s) as described in your text and compare it to your leadership style.

4.2.4 Describe how ethics affect an organization and discuss the three levels of ethics.

4.2.5 Given a situation, counsel a division officer on a lack of ethics.

4.2.1

Your text breaks problem-solving into 4 sequential steps (Hunsaker & Alessandra, 1980, p. 217):

- _____ Awareness
-
-
- Implementing the solution

How do you know what a problem is?

Problem defined:

Problem Awareness

"Who owns the monkey? (Hersey & Blanchard, 1988, p. 262)"

1. You have the "monkey"
2. You both have the "monkey"
- 3.
- 4.

Problem Definition

Finding a Solution

Implementing the Solution

NOTE: This is the time to catch them doing things right.

4.2.2

How to use the WBC concept in the real world (Crawford, 1988, p.109).

1. Profile Awareness-

2. Acknowledge problem

3.

4. Decide on a method to work on the problem.

5.

6.

7. Make a plan of action

8.

4.2.3

What are the four decision making styles discussed in your text?

Four Decision Making Styles (Hunsaker & Alessandra, 1980, pp. 52-5)

Characteristics of this style are:

Quick Review: Of the 4 Dimensions of Behavior covered previously, which does this paragraph describe?

Flexible -

Characteristics of this style are:

Quick Review: Of the 4 Dimensions of Behavior covered previously, which does this paragraph describe?

Hierarchic - this style is the direct opposite of flexible.

Characteristics of this style are:

Quick Review: Of the 4 Dimensions of Behavior covered previously, which does this paragraph describe?

Integrative -

Characteristics of this style are:

Quick Review: Of the 4 Dimensions of Behavior covered previously, which does this paragraph describe?

Which decision making style is most predominant in the Navy?

If you answered it varies according to the situation you are correct. As your text points out there are advantages and disadvantages to all of the styles (Hunsaker & Alessandra, 1980 pp. 59, 62-3).

Name some Advantages to the Decisive Style:

- Fast

- Loyal

-

Disadvantages?

- Rigid

- Avoids Introspection

-

-

Name Advantages of the Integrative Style:

-
-
- Open
- Wide-ranging

Disadvantages?

-
- Unable To Meet Deadlines
-
- Overemphasizes Process Versus Results
-

The remainder of these styles and their advantages/disadvantages can be found on pages 62-3 in your text.

4.2.4

In the book The Moral Manager the following story is told:

As nearly everyone knows, an executive has practically nothing to do except to decide what is to be done; to tell somebody to do it; to listen to reasons why it should not be done, why it should be done by someone else, or why it should be done in a different way; to follow up to see if the thing has been done; to discover that it has not; to inquire why; to listen to excuses from the person who should have done it; to follow it up again to see if the thing has been done, only to discover that it has been done incorrectly; to point out how it should have been done; to conclude that as long as it has to be done, it may as well be left where it is; to wonder if it is not time to get rid of a person who cannot do anything right; to reflect that he probably has a wife and a large family, and that certainly any successor would be just as bad, and maybe worse; to consider how much simpler and better the thing would have been done if one had done it oneself in the first place; to reflect sadly that one could have done it right in twenty minutes, and, as things turned out, one has had to spend two days to find out why it has taken three weeks for somebody else to do it wrong (Walton, 1989, p. 14)."

"Tyrannized by time, managers can inadvertently overlook the anguish of others--the colleague with a drinking problem, the harassed salesperson struggling to reach impossible quotas, the worker with an ailing spouse (Walton, 1989, p. 173)."

Responsibility

Is it's meaning changing?

Definition:

The problems we see in society today stems from two expectations:

"(1)

(2) the belief that somebody will pay for all calamities that happen to a person so long as they are not that individual's own fault (Walton, 1989, p. 38)".

So what are ethics? How important are they?

"As former British prime minister James Callaghan put it:

In my judgement, a leader should have some core philosophy and belief against which he can judge the important issues as they arise. Unless he has that bedrock to fall back on, the unexpected storms that blow up will toss him about like a cork. Without such a foundation, a leader may be able to survive, but he won't be a leader in the sense that I use the term (Walton, 1989, p. 101)."

Ethics appear to develop from three areas (Walton, 1989, p. 106):

- experience

-

- faith

Cultural ethics

An example:

Basic ethics

Applied ethics

The areas covered above are constantly interacting so to help you decide which level you are dealing with the following are provided.

Three Levels of Ethics (Walton, 1989, p. 105-107)

Descriptive Ethics

Metaethics

Normative Ethics

This level is broken down into:

- **Managerial ethics -**

- **Business ethics**

- **Professional ethics**

Can one be ethical and dishonest?

Honesty in business is nonnegotiable.

David Rockefeller

The following are guidelines on truth and ethics (Walton, 1989, p. 151):

"1.

2.

3.

4. When a deceptive public or corporate agent is exculpated, that person should make some public act or gesture (resignation, subsequent full disclosure) that tells the public that lying is not a respected form of behavior. To do less is to destroy the trust on which democratic governments and market economies rest.

5.

(Walton, 1989, p. 151)"

Can ethics/values be taught?

Here's an idea to consider.

"Persons act only in the world they see, and seeing is partially determined by the kind of beings they have become (Walton, 1989, p. 176)."

He also points out that,

"Disciplined organizations reflect disciplined leaders whose honed abilities lead them to behave consistently, almost instinctively, in moral ways (Walton, 1989, p. 178)."

Do you agree? Disagree?

What kind of value system do you convey to your troops?

A closing thought,

"Leaders of successful organizations worked hard to keep things simple in a complex world, insisted on top quality, diligently served their customers, listened to their employees, allowed disorder when it brought results, and encouraged experimentation (Walton, 1989, p. 200)."

4.2.5

Scenario:

One of your many duties includes reviewing the phone usage/misuse in your department. You have tracked down numerous unpaid long distance calls to one of your division officers - whose spouse happens to be located at the phone number on the bills. You had previously sent a memo to all concerned specifying office phones to be used for official business only - pay phone in hall to be used for unofficial business. Is this action unethical? How would you counsel this person?

4.3 Protocol

Enabling Objectives

4.3.1 List three sources which provide pertinent information regarding protocol.

4.3.2 Describe the proper procedure for presenting a Navy Commendation Medal.

4.3.3 Describe the procedures used for retirement ceremonies and change of commands.

4.3.4 Recognize proper greetings, farewells, appropriate attire and gift exchanges.

Protocol Defined:

Sources of Protocol Information

- OPNAVINST 1710.7 (17 JUL 1979) - This is the "bible" for the protocol officer. Some of the most frequently used sections are the precedence list in Chapter 1 and Annex A & B, and Annex E - Guidelines for Change of Command Ceremonies. Need help on seating arrangements? Try looking here.
- Chapter 10 - Navy Regulations - Gives specifics on who, when and how many honors visitors are to receive. It also provides another precedence list for honors and ceremonies.
- SECNAVINST 5603.2C - Printed Matter for Official Ceremonies. Tells what one is authorized to use, sizes, and insignias to use.
- Protocol: The Complete Handbook of Diplomatic Official and Social Usage by Mary Jane McCaffree and Pauline Innis - a great help in Chapter 2 - Titles and Forms of Address. Also provides yet another precedence list in Chapter 1. Still need help on seating arrangements? Try here.

- Attention! A Quick Guide To The Armed Services by Pauline Innis and Walter D. Innis RADM, USN (ret)

4.3.2

Procedure For Presenting a Navy Commendation Medal

- 1.
- 2.
- 3.
4. Place recipient to the right of the boss.
- 5.
6. Everyone remains standing and is called to attention.
- 7.
- 8.
- 9.
10. Recipient speaks.
- 11.

4.3.3

Retirement Ceremonies/Change of Commands

The following information can be found in OPNAVINST 1710.7
Annex E:

Go to handout.

Retirement Ceremonies/Change of Commands

The Ceremonial Area

- Principals centrally located - preferably on raised platform
- Provide 2 lecterns - one for the master of ceremonies and one for the principals.
- Platform seating and first row of guest seating should look like:

wife of senior officer	wife of departing officer	wife of new CO	
senior officer #2	departing officer	senior officer #1	senior officer #3

The Ceremony (OPNAVINST 1710.7)

"1. Upon arrival of the senior participants, the Master of Ceremonies calls the crew(s) to attention and asks all guests to rise.

Members of the official party arrive in inverse order of precedence with the senior entering last, except that the relieved officer will generally precede the relieving officer, although the latter may be junior. Upon arrival at an activity with a saluting battery, all members of the official party who are entitled to honors will receive full honors less gun salute except for the senior official, whether military or civilian, who is accorded full honors.

After receiving honors, members of the official party sometimes gather at a designated point to greet other members of the party as they arrive. They then proceed to their seats on the platform. An acceptable alternate calls for officers of the command to meet and escort members of the ceremonial party to their seats upon conclusion of their personal honors. As a general rule, arrival or departure honors will not be rendered to guests at a change of command ceremony.

2. National Anthem.
3. Invocation (Master of Ceremonies requests all military personnel to remain covered).
4. Master of Ceremonies requests all guests to be seated.
5. Remarks by senior officer.
6. Presentation of awards (if appropriate).

7. Remarks and reading of orders by the person being relieved (only those parts of the orders pertinent to the change of command should be read - Address, Subject, Brief of Content, and Signature).
8. The person being relieved orders his flag and pennant hauled down. Full honors as appropriate and presentation of his flag/pennant.
9. The person relieving reads his orders (pertinent parts only), assumes command, orders his flag or pennant broken, and receives full honors as appropriate. He reports assumption of command to his immediate superior, if present, and makes remarks as desired.
10. Master of Ceremonies requests all guest to rise and military personnel to remain covered.
11. Departure honors for the official party.
12. Master of Ceremonies announces conclusion of the ceremony.

4.3.4

Using the information found on the following handouts provide proper responses to the questions below:

Scenario: The CNO from Pakistan is scheduled to visit your command. You have been delegated the job of setting up his visit. The visit will included a luncheon, a tour of the base and arrival/departure ceremony. He will be accompanied by RADM "X" from the VCNO office. Questions your boss is asking:

- **What does the appropriate arrival ceremony consist of?**

- **What is the proper greeting - what should he be called?**

- **What is the appropriate uniform for this occasion?**

- **Will they be expecting to exchange gifts?**

- **If yes on gifts, what would be an appropriate gift?**

- **What should be served for lunch?**

- **What toast would be used at lunch?**

- **Who would sit at the head table?**

- **What would be an appropriate farewell?**

NOTE: From the school of hard knocks - most of the high ranking officers that visit the United States receive honors in Washington only so you don't have to sweat this stuff.

Insert OPNAVINST 1710.7 sections, NTP 13 (A) section and Chapter 10 Navy Regs section

OPNAVINST 1710.7
17 JUL 1979

Defense personnel. When individuals do not hold such official positions, consider their prominence within their own career areas.

Order Of Precedence

The President

The Vice President

Governor of a State (when in his/her own State) according to each state's entry into the union

The Speaker of the House of Representatives

The Chief Justice of the Supreme Court

Former Presidents of the United States

The Secretary of State

Ambassadors of foreign countries accredited to the United States (in order of the presentation of credentials)

Ministers of foreign countries accredited to the United States (only those ministers who are chiefs of diplomatic missions, in order of the presentation of credentials)

Associate Justices of the Supreme Court (by date of appointment)

The Cabinet (other than the Secretary of State)

The Secretary of the Treasury

The Secretary of Defense

The Attorney General

The Secretary of the Interior

The Secretary of Agriculture

The Secretary of Commerce

The Secretary of Labor

The Secretary of Health, Education, and Welfare

The Secretary of Housing and Urban Development

The Secretary of Transportation

The Secretary of Energy

The President Pro Tempore of the Senate

Former Governors

Senators (according to the number of years they have served)

Governors of States (when outside their own States. Relative precedence determined by their State's date of admission to the union, or alphabetically by State)

Acting heads of executive departments (e.g., Acting Secretary of Defense)

Former Vice Presidents of the United States

Congressmen (according to the length of continuous service. If the latter is the same, arrange by date of their State's admission to the Union or alphabetically by State)

Delegates of territories (Puerto Rico, Guam)

Chargé d'Affaires of foreign countries

Former Secretaries of State



The Deputy and Under Secretaries of executive departments (e.g., the Deputy Secretary of Defense)

Secretaries of the military departments (Army, Navy, Air Force, in that order)

Chairman, Joint Chiefs of Staff

Retired Chairman, Joint Chiefs of Staff

Members, Joint Chiefs of Staff (Army, Air Force and Navy and Marine Corps, by date of appointment to JCS)

Retired Service Chiefs

Five Star Generals and Admirals

Director, Central Intelligence Agency

Commandant of the Coast Guard

U.S. Ambassadors accompanying foreign chiefs of state on a State visit.

U.S. Ambassadors (on assignment within the United States)

Assistant Secretaries of executive departments (by date of appointment)

Judges of the U.S. Court of Military Appeals

Under Secretaries of the Military departments (Army, Navy, Air Force, in that order)

Governors of territories

Generals and Admirals (four star grade)

Assistant Secretaries of military establishments (Army, Navy, Air Force by date of appointment within each service)

The Special Assistant to the Secretary and Deputy Secretary of Defense

Assistants to the Secretary of Defense

General Counsels of military departments

Deputy Under Secretaries of Defense (by date of appointment)

Three Star Military

Principal Deputy Assistant Secretaries of Defense and Deputy General Counsel of the Department of Defense (by date of appointment)

Former foreign ambassadors

Former U.S. Ambassadors and Ministers of foreign countries

Ministers of foreign powers (not accredited heads of missions)

Deputy Assistant Secretaries of executive departments and deputy counsels

Deputy Under Secretaries of the Army, Navy and Air Force (by date of appointment within each service)

Counselors of foreign embassies

Consuls general of foreign powers

GS-18

Two star military (Rear Admiral, upper half)

Deputy Assistant Secretaries of military departments (by date of appointment)

OPNAVINST 1710.7
17 JUL 1979

Heads of offices, Office of the Secretary of
Defense

GS-17

One star military (Rear Admiral, lower half and
Commodore)

Heads of offices of military departments

Foreign consuls

GS-16

Captains and Colonels

GS-15

NOTES

1. A mayor does not easily fit into the listing because there is a marked difference between the position of mayor in a very large city and the mayor of a small town. The former could fall after a three star military officer, whereas the latter could follow a colonel or captain.

2. Refer to ANNEX A for the Order of Precedence among members of the Armed Forces of the U.S. when in formation.

3. ANNEX B is a general equivalence chart comparing Military, Government Service, and Diplomatic Officers.

OPNAVINST 1710.7
17 JUL 1979

Place Card	Salutation	Complimentary Close	Conversation
Admiral Ryan Mrs. Ryan	Dear Admiral Ryan:	Sincerely yours,	Admiral Ryan Mrs. Ryan
General Ryan Mrs. Ryan	Dear General Ryan:	Sincerely yours,	General Ryan Mrs. Ryan
Vice Admiral Ryan Mrs. Ryan	Dear Admiral Ryan:	Sincerely yours,	Admiral Ryan Mrs. Ryan
Admiral of the Fleet Sir Peter Ryan Lady Ryan	Dear Admiral Ryan: Dear Sir Peter:	Sincerely yours,	Admiral Ryan or Sir Peter Lady Ryan



OPNAVINST 1710.7
17 JUL 1979

INTRODUCTIONS

in conversation	announced as
"Admiral <i>John</i> Ryan"	"Admiral <i>John</i> Ryan (position title)"
"Lieutenant General <i>James</i> Ryan"	"Lieutenant General <i>James</i> Ryan, (position title)"
"Vice Admiral <i>Paul</i> Ryan"	"Vice Admiral <i>Paul</i> Ryan, (position title)"
"Admiral Sir Peter Ryan"	"Admiral of the Fleet, <i>Sir Peter</i> Ryan"



OPNAVINST 1710.7
17 JUL 1979

	NO BEEF	NO PORK	NO RESTRICTIONS	OTHER
PAKISTAN		X		No alcohol
PANAMA			X	
PARAGUAY			X	
PERU			X	
PHILIPPINES			X	
POLAND			X	
PORTUGAL			X	
ROMANIA			X	
SAUDI ARABIA		X		No alcohol
SOUTH AFRICA			X	
SPAIN			X	
SRI LANKA	X			No fish No eggs
SUDAN		X		
SWEDEN			X	
SWITZERLAND			X	
THAILAND	X			
TUNISIA		X		
TURKEY		X		
USSR			X	
URUGUAY			X	
VENEZUELA			X	
YUGOSLAVIA			X	
ZAIRE			X	

CHAPTER 10

TOASTS

A toast is a verbal greeting and tribute to the guest of honor and rendered to him or her by the departmental officials who host the dinner or luncheon. Propose the toast towards the end of the dessert course. The toast usually begins with a welcome to the guest of honor. If visitor is accompanied by his or her spouse, you may refer to the spouse in the toast. Examples of toasts for foreign guests are at the end of this section.

Toasts express good will toward others on a social occasion. They are offered at receptions, dinners, dinings-in and out or on other occasions.

Toasting originated with the English custom of flavoring wine with a piece of browned and spiced toast. In 1709, Sir Richard Steels wrote of a lady whose name was supposed to flavor a wine like spiced toast. Thus evolved the notion that the individual or institution honored with a toast would add flavor to the wine.

Today we honor individuals and/or institutions by raising our glasses in a salute while expressing good wishes and drinking to that salute. Etiquette calls for everyone to participate in a toast. Even nondrinkers should at least raise the glass to their lips.

Those offering a toast, man or woman, should stand, raise the glass in a salute while uttering the expression of good will. Meanwhile, the individual(s) being toasted should remain seated, nod in acknowledgement, and refrain from drinking to their own toast. Later, they may stand, thank the others, and offer a toast in return.

The one who initiates the toasting is the host at a very formal occasion, Mr/Madam Vice at a dining-in/out, or any guest when the occasion is very informal. The subject of the toast is always based upon the type of occasion. General toasts would be "To your health", or to "Success and happiness", while special occasions such as weddings or birthdays would require toasts more specific in nature such as "To Mary and John for a lifetime of happiness and love" in the case of a wedding, or on a birthday "May your next 25 years be as happy and as successful as your first 25 years". More guidance on wedding toasts is in the section on the military wedding.

Ceremonial Toasts

When the formality of ceremonial toasts is to be observed on state occasions, arrange beforehand the order and subject of all toasts. It is the responsibility of the host to inform the guest of honor which toasts will be offered and when. The rule here is that the host proposes all toasts and the guest answers in kind. Such toasts are initiated by the host, during or after dessert wine is served. The experienced guest is always careful to leave enough champagne in his glass toward the end of the meal to be able to join in several toasts.

Always stand while drinking a toast to a Chief of State. The toast to the ruler of the country of the foreign guest of honor is always the first toast proposed on a state occasion. A few minutes after the guests have seated themselves again, the senior representative of the country honored rises and proposes a toast to the ruler of the host's country. All the guests rise again to drink this toast.

These initial toasts may be followed by others to the countries or the services represented by the guests, and/or to the guest of honor and the host. There may be brief speeches which fit the occasion. Example: Suppose the occasion is a black tie dinner hosted by the Commander, Fifteenth Air Force in honor of the Ambassador of Great Britain. The following would apply:

The Fifteenth Air Force Commander would stand after the dessert wine has been served and would raise his/her glass, saying:

"To Her Majesty the Queen."

All the guests should stand and raise their glasses and toast the Queen. This may be followed by the playing of the British National Anthem.

Moments later, the Ambassador would stand, raise his/her glass and say, "To the President of the United States." All guests would stand and toast the President. This may be followed by the U.S. National Anthem.

Other toasts may follow, such as:

15 AF/CC: "To the Chief of Air Staff."

British Ambassador: "To the Fifteenth Air Force Commander."

15 AF/CC: "May the bonds of friendship which tie our countries and air forces together continue to strengthen in the future."

British Ambassador: "To the proud traditions of the U.S. Air Force and her many gallant leaders."

When the guests represent more than one nation, the host/hostess proposes a collective toast to the heads of their several states, naming them in the order of the seniority of the representatives present. The highest ranking foreign officer among the guests will respond on behalf of all the guests by toasting the head of state of the host's country.

Since governments and titles change, it is essential to verify their accuracy beforehand.

Note that the position is toasted, so don't mention the individual's name.

At a service organization dinner, the dinner chairman proposes the first toast to the head of the organization.

British Customs

At an official dinner given by a British official for a high-ranking U.S. officer, the former rises during or after dessert to toast the President of the United States, and then the orchestra, if present, plays "The Star-Spangled Banner." After the guests are seated, the guest of honor rises to toast "Her Majesty, the Queen," and the orchestra plays "God Save the Queen." If other monarchies are represented at the dinner, the honored guest would say, "Her Majesty, Queen Elizabeth II." These toasts are sometime followed by short speeches and toasts to the services represented.

Scandinavian Customs

Ceremonial toasts are less usual in the Scandinavian countries. Rather, the host/hostess "skoals" each guest. No one drinks wine until after the host/hostess has offered a general skool of welcome. Skoaling then continues throughout the meal among the guests. The ladies must be alert to respond to individual skoals from the gentlemen, for each gentleman skoals a lady sitting at his right at least once.

The procedure is to raise one's glass slightly from the table, and looking directly into your partner's eyes, draw the glass down and toward the body, bow slightly, say "skoal," drink, and salute again with your glass before putting it down. The skool received must be returned a few minutes later.

Specific customs of individual countries should be understood prior to attending social functions; for example, in Norway an additional procedure is for the guest of honor to thank the host/hostess with a toast at the end of the meal.

In Sweden, the hostess is never skoaled by a guest during a formal or semi-formal dinner.

Toasts to Foreigners

KING: "His Majesty King _____"
QUEEN: "Her Majesty Queen _____"
PRESIDENT: "His Excellency _____, President of _____"
PRIME MINISTER: "His Excellency _____, Prime Minister of _____"
GOVERNOR GENERAL: "His Excellency _____, Governor of _____"

(NOTE: Toasts are to individuals, never to places or things. Desk Officers at the Department of State for each country have the correct toasts. "Hear" response is used after the individuals have been toasted and there is further toasting.)

AFGHANISTAN: Toast: To His Excellency, the President of the Democratic Republic of Afghanistan.
Response: To His Excellency.

ARGENTINA: Toast: To His Excellency, the President of the Argentine Nation.
Response: To His Excellency.

AUSTRALIA: Toast: To Her Majesty, the Queen of Australia.
Response: To Her Majesty.

AUSTRIA: Toast: To His Excellency, the Federal President of the Republic of Austria.
Response: To His Excellency.

BANGLADESH: Toast: To His Excellency, the President of the People's Republic of Bangladesh.
Response: To His Excellency.

BELGIUM: Toast: To His Majesty, the King of Belgium.
Response: To His Majesty.

BOLIVIA: Toast: To His Excellency, the President of Bolivia.
Response: To His Excellency.

BRAZIL: Toast: To His Excellency, the President of Brazil.
Response: To His Excellency.

BURMA: Toast: To His Excellency, the President of Burma.
Response: To His Excellency.

CAMBODIA: Toast: To the State Presidium of the Democratic Kampuchea.
Response: To the State Presidium.

CANADA: Toast: To Her Majesty the Queen.
Response: To Her Majesty.

CHILE: Toast: To His Excellency, the President of the Republic of Chile.
Response: To His Excellency.

CHINA: Toast: To His Excellency, the Chairman of the Central Committee of the
Communist Party of the People's Republic of China.
Response: To His Excellency.

COLOMBIA: Toast: To His Excellency, the President of the Republic of Colombia.
Response: To His Excellency.

DENMARK: Toast: To Her Majesty, the Queen of Denmark.
Response: To Her Majesty.

DOMINICAN
REPUBLIC: Toast: To His Excellency, the President of the Dominican
Republic.
Response: To His Excellency.

ECUADOR: Toast: To His Excellency, the President of Ecuador.
Response: To His Excellency.

EGYPT: Toast: To His Excellency, the President of the Arab Republic of Egypt.
Response: To His Excellency.

EL SALVADOR: Toast: To His Excellency, the President of El Salvador.
Response: To His Excellency.

ETHIOPIA: Toast: To His Excellency, The Chairman of the Provisional Military Govern-
ment of Socialist Ethiopia.
Response: To His Excellency.

FRANCE: Toast: To His Excellency, the President of the Republic of France.
Response: To His Excellency.

GERMANY: Toast: To His Excellency, the President of the Federal Republic of Germany.
Response: To His Excellency.

GHANA: Toast: To His Excellency, the Chairman of the Supreme Military Council of
the Republic of Ghana.
Response: To His Excellency.

GREECE: Toast: To His Excellency, the President of the Hellenic Republic.
Response: To His Excellency.

GUATEMALA: Toast: To His Excellency, the President of Guatemala.
Response: To His Excellency.

HONDURAS: Toast: To His Excellency, the President of the Republic of Honduras.
Response: To His Excellency.

INDIA: Toast: To His Excellency, the President of India.
Response: To His Excellency.

INDONESIA: Toast: To His Excellency, the President of the Republic of Indonesia.
Response: To His Excellency.

IRELAND: Toast: To His Excellency, the President of Ireland.
Response: To His Excellency.

AEL: Toast: To His Excellency, the President of Israel.
Response: To His Excellency.

ITALY: Toast: To His Excellency, the President of the Italian Republic.
Response: To His Excellency.

JAMAICA: Toast: To the Governor General of Jamaica.
Response: To the Governor General.

JAPAN: Toast: To His Imperial Majesty, the Emperor of Japan.
Response: To the Emperor.

JORDAN: Toast: To His Majesty, the King of the Hashemite Kingdom of Jordan.
Response: To His Majesty.

KENYA: Toast: To His Excellency, the President of the Republic of Kenya.
Response: To His Excellency.

KOREA: Toast: To the President of the Republic of Korea.
Response: To the President.

KUWAIT: Toast: To His Highness, the Emir of the State of Kuwait.
Response: To His Highness.

LAOS: Toast: To the President of the Lao People's Democratic Republic.
Response: To the President.

LEBANON: Toast: To His Excellency, the President of the Republic of Lebanon.
Response: To His Excellency.

MALAYSIA: Toast: To His Excellency, the Supreme Head of Malaysia.
Response: To His Excellency.

MEXICO: Toast: To His Excellency, the President of the United Mexican States.
Response: To His Excellency.

MOROCCO: Toast: To His Majesty, the King of Morocco.
Response: To His Majesty.

NETHERLANDS: Toast: To Her Majesty, the Queen of the Netherlands.
Response: To Her Majesty.

NICARAGUA: Toast: To His Excellency, the President of Nicaragua.
Response: To His Excellency.

NIGERIA: Toast: To His Excellency, Head of the Federal Military Government and
Commander in Chief of the Armed Forces of the Federal Republic of
Nigeria.
Response: To His Excellency.

NORWAY: Toast: To His Majesty, the King of Norway.
Response: To His Majesty.

PAKISTAN: Toast: To His Excellency, the President of the Islamic Republic of
Pakistan.
Response: To His Excellency.

PANAMA: Toast: To His Excellency, The President of the Republic of Panama.
Response: To His Excellency.

PARAGUAY: Toast: To His Excellency, the President of Paraguay.
Response: To His Excellency.

PERU: Toast: To His Excellency, the President of the Republic of Peru.
Response: To His Excellency.

PHILIPPINES: Toast: To the President of the Philippines.
Response: To the President.

PORTUGAL: Toast: To His Excellency, the President of the Republic of Portugal.
Response: To His Excellency.

SAUDI ARABIA: Toast: To His Majesty, the King of Saudi Arabia.
Response: To His Majesty.

SINGAPORE: Toast: To the President of the Republic of Singapore.
Response: To the President.

SOUTH AFRICA: Toast: To His Excellency, the President of the Republic of South Africa.
Response: To His Excellency.

SPAIN: Toast: To His Majesty, the King of Spain.
Response: To His Majesty.

SRI LANKA: Toast: To His Excellency, the President of the Democratic Socialist
Republic of Sri Lanka.
Response: To His Excellency.

SWEDEN: Toast: To His Majesty, the King of Sweden.
Response: To His Majesty.

SWITZERLAND: Toast: To His Excellency, the President of the Swiss Confederation.
Response: To His Excellency.

THAILAND: Toast: To His Majesty, the President of Thailand.
Response: To His Majesty.

TUNISIA: Toast: To His Excellency, the President of the Republic of Tunisia.
Response: To His Excellency.

TURKEY: Toast: To His Excellency, the President of the Republic of Turkey.
Response: To the President.

UNITED KINGDOM: Toast: To Her Majesty Queen Elizabeth II.
Response: To Her Majesty.

UNITED STATES: Toast: To the President of the United States of America.
Response: To the President.

URUGUAY: Toast: To the Chief of State of Uruguay (Uruguay is ruled by a council).
Response: To the Chief of State.

VENEZUELA: Toast: To His Excellency, the President of the Republic of Venezuela.
Response: To the President.

VIETNAM: Toast: To the President of the Socialist Republic of Vietnam.
Response: To the President.

YUGOSLAVIA: Toast: To His Excellency, the President of the Socialist Federal Republic
of Yugoslavia.
Response: To His Excellency.

ZAIRE: Toast: To His Excellency, the President of the Republic of Zaire.
Response: To His Excellency.

ORDER OF PRECEDENCE
DEPARTMENT OF DEFENSE

CODE 2

Secretary of Defense
Deputy Secretary of Defense
Secretary of the Army
Secretary of the Navy
Secretary of the Air Force
Chairman, JCS
Retired Chairman, JCS
Chiefs of Staff and Chief of Naval Operations (by date appointment)
Commandant of the Marine Corps
Retired Chiefs of Service
General of the Army (5 star)
Under Secretary of Defense for Policy
Under Secretary of Defense for Research and Engineering

CODE 3

Assistant Secretaries of Defense, General Counsel of the Department of Defense, and Advisor to Secretary and Deputy of Secretary of Defense for NATO Affairs (by date of appointment)

Under Secretary of the Army
Under Secretary of the Navy
Under Secretary of the Air Force
Commanders in Chief of Unified and Specified Commands of four star grade (by date of appointment)
Retired Commanders in Chief of Unified and Specified Commands of four star grade
Vice Chiefs of Staff and Vice Chief of Naval Operations (by date of appointment)
Assistant Commandant of the Marine Corps
Generals and Admirals (four star)
Assistant Secretaries of the Army, Navy and Air Force (by date of appointment within each service)
The Special Assistant to the Secretary and Deputy Secretary of Defense
Assistants to the Secretary of Defense
Commanders in Chief of Unified and Specified Commands of three star grade (by date of appointment)
Retired Commanders in Chief of Unified and Specified Commands of three star grade

CODE 4

General Counsels of the Army, Navy and Air Force
Deputy Under Secretaries of Defense (by date of appointment)
Lieutenant Generals and Vice Admirals (three star)
Retired Lieutenant Generals and Vice Admirals (three star)
Principal Deputy Assistant Secretaries of Defense and Deputy General Counsel of the Department of Defense (by date of appointment)
Deputy Assistant Secretaries of Defense and Assistant General Counsels of the Department of Defense (by date of appointment)
Deputy Under Secretaries of the Army, Navy and Air Force (by date of appointment of within each service)
GS-18 civilian and equivalent

CODE 5

Major Generals and Rear Admirals of the upper half (two star)
Deputy Assistant Secretaries and Deputy General Counsels of the Army, Navy and Air Force (by date of appointment with each service)
GS-17 civilians and equivalent

CODE 6

Brigadier Generals and Rear Admiral (lower half) and Commodore (one star)
GS-16 civilians and equivalent

CODE 7

Colonels and Navy Captains
GS-15 civilians

Admiral
Vice Admiral

Ambassador
Minister

Rear Admiral (upper)
Rear Admiral (lower)/
Commodore
Captain

FSO-1
GS-17/18
GS-16
FSO-2
GS-15/14

Commander

FSO-3
GS-13/12
FSO-4

Lieutenant Commander
Lieutenant
Lientenant (JG)
Ensign

FSO-5
FSO-6
FSO-7
FSO-8

Some GS civilian personnel rank according to position, i.e, Secretary and Assistant Secretary of State and Military Departments.

Above comparable ranks taken from DOD pamphlet.

UNCLASSIFIED

NTP 13(A)

0100, 0000 1000, 2000

When honors are rendered, the OOD should challenge an approaching boat as soon as possible by raising his arm with his fist closed in the direction of the boat and should hold a long glass or binoculars on the coxswain. The coxswain should reply to this challenge by holding up the number of fingers corresponding to the number of sideboys which should be standing by to honor the senior officer on board. A wave-off from the coxswain would indicate no sideboys.

All boats approaching a Navy ship at night should be hailed as soon as they are within visual range. The watch aboard ship will call out "boat ahoy". The approaching boat then reply with the appropriate word or phrase as contained in the following table. The highest officer or official aboard the boat:

<u>OFFICER OR OFFICIAL ABOARD BOAT</u> Highest officer or official aboard the boat	<u>COXSWAIN'S REPLY</u> United States
Secretary, Secretary or an Assistant Secretary of Defense	Defense
Secretary, Under Secretary or an Assistant Secretary of the Navy	Navy
Chairman of the Joint Chiefs of Staff	Joint Chiefs of Staff
Chief of Naval Operations or the Vice Chief of Naval Operations	Naval Operations
Fleet, Force or Type Commander	____ Fleet or abbreviation of administrative title, i.e., PACFLT.
A Flag Officer	Flag Officer
A Chief of Staff/Chief Staff Officer	Staff
A Flotilla/Group Commander	* ____ Flot/Gru ____ (type) (number)
A Squadron Commander	* ____ Ron ____ (type) (number)
A Division Commander	* ____ Div ____ (type) (number)
A Marine Officer Commanding a Brigade	Brigade Commander
A Commanding Officer of a Ship or Station	____ (Name of Ship or Station).
A Marine Officer Commanding a Regiment	Regimental Commander
Any Other Commissioned Officer	Aye, Aye
Any Other (Not Commissioned)	No, No.
Unlisted	Hello
A Boat not intending to go along- Name, grade/rank of passenger	Passing

*The type abbreviation used, for example, is CRUDESGRU FIVE, SERVGRU ONE, PHIBRON SIX and MINEDIV TWO TWO.

Best Available Copy

UNCLASSIFIED

5-3

Change No.

1033. Crew at Quarters on Entering or Leaving Port.

The crew shall be paraded at quarters during daylight on entering or leaving port on occasions of ceremony except when weather or other circumstances make it impracticable or undesirable to do so. Ordinarily, occasions of ceremony shall be construed as visits that are not operational, at homeport when departing for or returning from a lengthy deployment; and visits to foreign ports not visited recently, and other special occasions so determined by a superior. In lieu of parading the entire crew at quarters, an honor guard may be paraded in a conspicuous place on weather decks.

1034. Definitions.

1. The term "official visit" shall be construed to mean a formal visit of courtesy requiring special honors and ceremonies.

2. The term "call" shall be construed to mean an informal visit of courtesy requiring no special ceremonies.

1035. Table of Honors for Official Visits of United States Officers.

Except as modified or dispensed with by these regulations, the honors prescribed in this table shall be rendered by a ship or station on the occasion of the official visits of the following United States officers (ashore, the single gun salute, when prescribed below, shall be fired on arrival instead of on departure):

Flag gangway - when you don't know - Rear Admiral, U.S. Navy arriving

Don't bang CAPT with COMO title - bang by rank, NOT POSITION Officer	Uniform	Gun Salute		Ruffles and Flourishes	Music	Guard	Side boys ²
		Arrival	Departure				
Chairman, Joint Chiefs of Staff ³	Full dress	19	19	4	General's or Admiral's march	Full	8
Chief of Staff, U.S. Army ³	Do	19	19	4	General's march	Do	8
Chief of Naval Operations ^{3,4}	Do	19	19	4	Admiral's march	Do	8
Chief of Staff, U.S. Air Force ³	Do	19	19	4	General's march	Do	8
Commandant of the Marine Corps ^{3,4}	Do	19	19	4	Admiral's march	Do	8
Commandant of the Coast Guard ³	Do	19	19	4	Admiral's march	Do	8
General of the Army ³	Do	19	19	4	General's march	Do	8
Fleet Admiral ³	Do	19	19	4	Admiral's march	Do	8
General of the Air Force ³	Do	19	19	4	General's march	Do	8
Generals ⁴	Do	17	17	4	do ¹	Do	8
Admirals ⁴	Do	17	17	4	Admiral's march	Do	8
* Naval or other Military Governor, commissioned as such by the President, within the area of his jurisdiction.	Do		17	4	General's ¹ or Admiral's march	Do	8
Vice Admiral or Lieutenant General ⁵	Do		15	3	do ¹	Do	8
Rear Admiral or Major General	Do		13	2	do ¹	Do	6
Commodore or Brigadier General	Do		11	1	do ¹	Do	6
□ Captain, Commander, Colonel, or Lieutenant Colonel	Of the day					Of the day	4
Other commissioned officers	Do					Do	2

(A)

¹ Marine Corps general officers receive the Admiral's March.

² Not appropriate on shore installations.

³ Take precedence, in order, after Secretary of the Air Force. (Art. 1036 Table)

⁴ Take precedence after Under Secretary of the Air Force. (Art. 1036 Table)

⁵ Take precedence after other Under Secretaries of Cabinet. (Art. 1036 Table)

⁶ On official occasions, honors may be rendered to retired flag and general officers with their permission and at discretion of local commanders. Honors so rendered will be in accord with retired grade except former Chiefs of Naval Operations and former Commandants of the Marine Corps will receive the honors prescribed for those officers.

1036. Table of Honors for Official Visits of United States Civil Officials.

Except as modified or dispensed with by these regulations, the honors prescribed in this table shall be rendered by a ship or station on the occasion of the

official visit of the following United States civil officials. (Ashore, the single gun salute, when prescribed below, shall be fired on arrival instead of on departure.)

(SEE FOLLOWING PAGES FOR TABLE)

* Admirals March now called "Flag Officers' March"

□ CBR - If Co's of a Squadron Co of a ship - 4 BONGS

Honors and Ceremonies

1037. Table of Honors for Official Visits of Foreign Officials and Officers.

Except as modified or dispensed with by these regulations, the honors prescribed in this table shall be

rendered by a ship or station on the occasion of the official visit of the following foreign officials and officers (ashore, the single gun salute, when prescribed below, shall be fired on arrival instead of on departure):

Official or officer	Uniform	Gun Salute		Ruffles and Flourishes	Music	Guard	Side boys ¹	Crew ¹	Flag		
		Arrival	Departure						What	Where	During
President or Sovereign	Full dress	21	21	4	Foreign national anthem	Full	8	Man rail	Foreign ensign	Main Truck	Visit
Member of reigning royal family.	do	21	21	4	do	do	8	do	do	do	Salute
Prime Minister or other cabinet officer.	do		19	4	Admiral's march	do	8		do	Fore Truck	do
Officer of armed forces, diplomatic or consular representative in country to which accredited, or other distinguished official.	<p>Civil officials: Honors as for official of the United States of comparable position. For example, foreign civil officials, occupying positions comparable to U.S. Department of Defense civil officials, shall receive equivalent honors.</p> <p>Officers of Armed Forces: Honors as for officer of the United States of the same grade, except, that equivalent honors shall be rendered to foreign officers who occupy a position comparable to Chairman JCS, CNO, Chief of Staff Army, Chief of Staff Air Force, or CMC.</p> <p>Honors as prescribed by the senior officer present, such honors normally shall be those accorded the foreign official when visiting officially, a ship of his own nation, but a gun salute, if prescribed, shall not exceed 19 guns.</p>										

¹Not appropriate on shore installations.

1038. Table of Precedence of Diplomatic and Consular Representatives.

A diplomatic representative in a country to which accredited, and a consular representative in a district to which assigned, takes precedence as follows:

Official	Takes precedence
Chief of a United States diplomatic mission, including a Charge d' Affaires. ¹	Over any officer of the armed service of the United States; and over any United States civil official, except the Secretary of State, whose official salute is less than 21 guns.
Career Minister	With, but before, commodore or brigadier general.
Counselor	With, but after, commodore or brigadier general
First Secretary, when no Counselor is assigned	
Consul General, or Consul or Vice Consul or Deputy Consul General when in charge of a Consulate General	
First Secretary, when a Counselor is assigned	With, but after, captain in the Navy.
Consul or Vice Consul when in charge of a Consulate	
Second Secretary	With, but after, lieutenant in the Navy.
Vice Consul	
Third Secretary	
Consular Agent	

¹An acting chief of a United States diplomatic mission when holding the title of Charge d' Affaires takes precedence as specified in this table but shall be accorded the honors specified for a Charge d' Affaires on the occasion of an official visit.

4.4 Instruction/Resource Familiarization

4.4.1 List two resources found on base that could assist subject after a counseling session on tardiness.

4.4.2 List the instructions you would like on hand as a department head and explain why they are needed.

4.4.1

See handout on resources provided by LMET. Review sources that are familiar to group - exchange information on worth of each resource.

Course Summary

Now that all of this information has been presented to you will it do any good - will it be worthwhile? Only if you use it and your superiors support it. Hopefully, you will now be able to see how many of the sections tie together which will allow you to pick and choose the areas you think will work for you. When you look back on the qualities of the best leaders you have worked for it is likely that these people reflected these two qualities - a sense of justice and a sense of caring/compassion.

"From the duality [justice and compassion] comes a developed conscience prepared, when necessary, to challenge defects in either the ethic of culture or the ethic of concepts. Character's companion - indeed, it's twin - is conscience, the ability to discriminate right from wrong, to prioritize values, to blame or approve an act, to rejoice over good acts and repent over evil ones. . . good conscience animates good character so powerfully that it becomes the moral manager's special quality (Walton, 1989, pp. 193-4)."

HOW TO MAKE A REFERRAL

There are a number of factors to consider when referring a person to a helping resource.

Decide whether a person needs help that goes beyond your training.

Some questions to consider in the appraisal would be:

1. What is the person asking of me?
2. What is the severity of the problem?
3. In what areas does the problem exist?
4. Who is involved other than the person seeking help?
5. What are the consequences of this person's or my actions?
6. What additional information is needed to solve the problem?
7. What support is this person asking for?
8. Is the problem similar to other problems I have dealt with?

Initiate the referral promptly.

Once you have a thorough understanding of the problem and the surrounding circumstances and have made the decision to refer the person to outside help, you should take action promptly. There are a number of ways to take this action successfully.

1. Ask a friend of the person in need of help to suggest that he or she seek help.
2. Make a direct command. Tell the person in need of help that he or she must seek out a helping resource.
3. Suggest that he or she call a specific agency or professional service.
4. Explain that you have done all you can and that any further progress toward a solution would call for the use of another resource.
5. With the person's permission, alert the helping resource and suggest that the resource contact the person.

Suggest the outside helping resource in a calm and direct manner.

In order not to alarm the person about his or her situation or force the person into seeking help, keep the following in mind:

1. Be specific and direct in suggesting the helping resource. Do not give vague hints to the subordinate about the severity of his or her problem.
2. Remain calm and relaxed, even if the problem is a serious one. One of your greatest assets in referring is to maintain a self-assured attitude.
3. Do not overreact emotionally to the situation.
4. Do not push or manipulate the person to seek help by using reward or discipline.

Follow up.

A referral does not end when you finish your conversation with the person or when the person decides to seek outside help. You should:

1. See to it that the resource person or agency receives pertinent information about the subordinate (within the boundaries of confidentiality).
2. Check to see if the person has sought help. It is preferable to ask the person directly if he or she made contact with the helping resource rather than to contact the agency without the person's knowledge.

NAVY HELPING RESOURCES

The Division Officer may encounter situations where it is necessary to refer persons being counseled to other sources for assistance. The superior Division Officer possesses the ability to recognize situations where referral is necessary and assists the counselee in obtaining maximum benefit from these referrals.

Examples of situations where referral would be appropriate include: substance abuse, psychological problems or behavioral disorders, medical problems of a physical nature, personal limitations such as a personality conflict with the counselee, inability to relate to or comprehend a counselee's problem.

In each instance, the key to successful referral lies not in the ability to diagnose a problem, but rather in the ability to recognize those signs or symptoms which indicate referral to appropriate sources.

To assist Division Officers in fulfilling their advising and counseling responsibilities with regard to referral, the Navy has developed an impressive array of helping resources. A listing of these helping resources is provided for reference.

Helping Resources

Capability

Alcohol Rehabilitation Center/
Alcohol Rehabilitation Services
(ARCs and ARSs)

Alcohol abuse and related physical disorders

Counseling and Assistance Centers
(CAACs)

Substance abuse and psychological disorders

Chaplain Corps

Personal problems and religious counseling

Command Ombudsman

Community orientation and family orientation to the command and Navy life

Credit Union (Navy, Federal)

Financial assistance to include saving and loan advice as well as family financial planning

Educational Services

Educational assistance to include degree-granting programs, correspondence courses and in-service educational benefits

Helping Resource

Capability

Human Resource Management Centers/
Human Resource Management Detachments
(HRMCs and HRMDs)

Human resource management training
assistance, human resource availabili-
ties, equal opportunity and discrimina-
tion complaint advice

Command Master or Senior Chief
(CMC or CSC)

Internal problem solving related to
the organizational chain of command

Navy Relief Society

Loans and outright grants to alleviate
financial emergencies, also family
budget counseling

Naval Legal Service Offices (NLSOs)

Legal advice to include wills, power
of attorney and notarizing service

American Red Cross

Emergency assistance of all types to
include Emergency Leave verification
and travel assistance

Regional Medical Centers (NRMCs)

Physical and psychological problems
and disorders diagnosed

Veterans Administration (VA)

Veteran's Benefits and Survivor's
Benefits advice

Civilian Health and Medical Program
of the Uniformed Services (CHAMPUS)

Health care benefits and eligibility
advice

Command Career Counselor

Career information to include Navy
rights and benefits

In addition to local offices which represent various Navy helping resources,
Navy personnel and their dependents can correspond or speak with the central
offices which coordinate Navy-wide assistance activities.

Where Navy People Can Get Help

Chief of Chaplain (OP-01H)
Department of the Navy
Washington, DC 20350

Navy Family Ombudsman Program
Naval Military Personnel Command
(NMPC-71)
Department of the Navy
Washington DC 20370

Department of Defense Department
Schools
Hoffman 1 Room 152
2461 Eisenhower Ave.
Alexandria, VA 22331

Dependents' Scholarship Program
Naval Military Personnel Command
(NMPC-71)
Washington, DC 20370

Navy Relief Society Headquarters
801 No. Randolph St., Room 1228
Arlington, VA. 22203
PH: (202) 696-4904
AUTOVON 226-4904

American Red Cross National
Headquarters
17th and D Streets, NW
Washington, DC 20006

Navy Wives Clubs of America
P.O. Box 6971
Washington, DC 20032

Navy Wifeline Association
Washington Navy Yard, Bldg. 210
Washington, DC 20374
PH: (202) 433-2333 AUTOVON 288-2333

Navy Mutual Aid Society
Navy Department
Washington, DC 20370

Fleet Reserve Association
1303 New Hampshire Ave. NW
Washington, DC 20036

Decedent Affairs Branch
Bureau of Navy Medicine and
Surgery
Department of the Navy
Washington, DC 20372

Casualty Assistance
Navy Military Personnel Command
(NMPC-732)
Department of the Navy
Washington, DC 20370

To further assist Navy personnel and their dependent who have personal problems of an immediate nature and who would prefer to receive advice or counseling of an anonymous nature, the Navy Counseling and Assistance Center (CAAC), located in Washington, D.C., has established a counseling hot-line called CounselLine. CounselLine is manned from 0800 to 1600 daily and is geared to provide assistance by playing self-help tape recordings over the phone in response to requests for assistance. Each tape runs approximately seven minutes and permits the caller to remain unidentified. CounselLine currently has tapes covering a wide variety of subjects and is constantly adding to the inventory. CounselLine can be reached by dialing (202) 433-4584/2100 commercially or 288-4584/2100 Autovon. A current listing of tapes and tape numbers is provided. Additional information on CounselLine should be available through local CAAC's, and it is ultimately hoped that CounselLine services will be available on a twenty-four hour basis.

CounselLine Tapes Currently Available

Alcohol

Early Signs of an Alcohol Problem (160)
Responsible Decisions about Drinking (161)
Dealing with Alcoholic Parents and Others (479)

Assertiveness, Self-Confidence

Self-Assertiveness (402)
How to Say "No" (10)
Increasing Self-Awareness (34)
Building Self-Esteem and Confidence (35)
Value and Use of Self-Talk (36)
Learning to Accept Yourself (44)

Common Emotional Problems

Fighting Constructively (5)
Expressing Negative Thoughts and Feelings (6)
Dealing with Constructive Criticism (7)
Dealing with Anger (8)
Understanding Jealousy (9)
What is Depression (431)
Depression as a Life Style (433)
How to Deal with Loneliness (32)
How to Handle Fears (33)

Sexuality, Sex Roles

Dating Skill (18)
Dealing with Frigidity (22)
Dealing with Impotence (23)
Timing Problems in Male Sexuality (24)
Female Sex Role - Changes and Stress (39)
Male Sex Role - Changes and Stress (40)
Physical Intimacy (4)
In Infatuation or Love? (70)

Marriage, Family and Parents

Things to Consider in Looking for a Mate (71)
Positive Communication in Marriage (73)
Fair Fighting in Marriage (74)
Common Marital Problems and How to Handle Them (75)
Preplanning for Children (76)
Parenting Skills (77)
Becoming Independent from Parents (478)

Divorce and Separation

Divorce - It Could Happen to Us (80)
Dealing with Realities of Divorce (81)
The Death of a Marriage (82)
How to Cope with a Broken Relationship (83)

Interpersonal Relationships

Friendship Building (1)
Types of Intimacy (3)
Contracts in Intimate Relationships (411)
Examples of Contract Building (412)
Becoming Open to Others (16)
Helping a Friend (90)

Suicide

Suicide Crisis (491)
Recognizing Suicidal Potential in Others (492)
Helping Someone in a Suicidal Crisis (493)

Tension

Anxiety and Possible Ways to Cope with It (30)
Coping with Stress (38)
Relaxation Exercises (37)

Death and Dying

Death and Dying (84)
Understanding Grief (85)

Others

What is Therapy and How to Use It (61)
Retirement (301)
Burglary Prevention (300)

Navy Helping Resources Instructions

BUPERSINST 1430.16A - 23 DEC 77 - Manual of Achievement

BUPERSINST 1571.16D - 11 MAR 69 - Assistance for Navy Members in Exercising Reemployment Rights or Obtaining Employment

BUPERSINST 1600.5 - 9 AUG 78 - Assistance of Chaplains Incident to the Absentee Problem

BUPERSINST 1720.3 - 26 APR 77 - Information Concerning Overseas Living Conditions

BUPERSINST 1750.1F - 24 APR 74 - Survivor's Benefits

BUPERSINST 1752.1 - 15 MAR 77 - Marriage in Overseas Commands

BUPERSINST 1770.2 - 2 FEB 77 - Casualty Assistance Calls Program (CACP)

BUPERSINST 5450.10 - 31 DEC 75 - Missions and Functions of Navy Drug Rehabilitation Center, Miramar, CA

BUPERSINST 5450.11 - 31 DEC 75 - Missions and Functions of Navy Alcohol Rehabilitation Center, San Diego, CA

BUPERSINST 5450.12 - 31 DEC 75 - Missions and Functions of Navy Alcohol Rehabilitation Center, Jacksonville, FL

BUPERSINST 5430.13 - 31 DEC 75 - Missions and Functions of Navy Alcohol Rehabilitation Center, Norfolk, VA

OPNAVINST 1640.4 - 16 FEB 71 - Visiting of Confined Personnel by Commanding Officers

OPNAVINST 1730.1 - 3 OCT 73 - Chaplain's Manual

OPNAVINST 1740.1A - 7 FEB 72 - Establishment and Operation of Personnel Services Centers

OPNAVINST 5300.6B - 10 OCT 75 - Navy Human Resources Management Support System

OPNAVINST 5420.75 - 24 JAN 73 - Human Relations Committee

OPNAVINST 5801.1 - 27 APR 72 - Legal Checkup Program

OPNAVINST 11101.21C - 15 JUL 77 - Navy Housing Referral Service

OPNAVINST 1740.2 - 19 APR 72 - Consumer Affairs

OPNAVINST 1750.1A - 6 MAR 78 - Family Ombudsman

SECNAVINST 6320.18 - 19 MAR 75 - Civilian Health and Medical Program of the Uniformed Service

SECNAVINST 6320.18 - 19 MAR 75 - Civilian Health and Medical Program of the
Uniformed Services (CHAMPUS)

DIAL 1-800-FOR-NAVY (1-800-367-6289); IN THE STATE OF VIRGINIA, DIAL 1-800-573-4052; IN THE WASHINGTON, DC METROPOLITAN AREA, DIAL 703-352-3914 AND REQUEST ONE OF THE FOLLOWING TAPE RECORDINGS BY SECTION NUMBER:

EDUCATION

- 100 BOOST -- Broadened Opportunity for Officer Selection and Training
- 101 ECP -- Enlisted Commissioning Program
- 102 EEAP -- Enlisted Education Advancement Program
- 103 GI Bill Education Assistance Benefits
- 104 NROTC -- Naval Reserve Officer Training Corps
- 105 Navy Campus
- 106 USNA -- United States Naval Academy
- 107 VEAP -- Veteran's Educational Assistance Program
- 108 Tuition Assistance
- 109 Navy Scholarship Program
- 110 NAPS -- Naval Academy Prep School
- 111 NPS -- Naval Postgraduate School
- 112 College Level Entrance Program/General Educational Development
- 113 MECP -- Medical Enlisted Commissioning Program

HOUSING

- 200 Family Housing
- 201 House Hunting Temporary Additional Duty
- 202 Housing Referral Service
- 203 Mobile Home Purchases and Location
- 204 Navy Lodges
- 205 Variable Housing Allowance and Rent Plus Housing Allowance

LOCAL AREA INFORMATION

- 300 Charleston, SC
- 301 Naval Base, Great Lakes, IL
- 302 Jacksonville, FL
- 303 Norfolk, VA
- 304 Naval Training Center, Orlando, FL
- 305 San Diego, CA
- 306 San Francisco, CA
- 307 Washington, DC
- 308 Pearl Harbor, HI
- 309 New Orleans, LA
- 310 Washington State

MEDICAL

- 400 CHAMPUS
- 401 Death and Burial of Active Duty Members
- 402 Dental Care

- 403 Emergency Treatment
- 404 Health and Physical Fitness
- 405 Medical Care for Active Duty and Reservists

MILITARY ASSISTANCE

- 500 Chaplains
- 501 Family Ombudsman
- 502 Legal Assistance -- General
- 503 Legal Assistance -- Power Attorney
- 504 Legal Assistance -- Wills

MISCELLANEOUS

- 600 Basic Benefits for Active Duty Personnel and Their Dependents
- 601 Commissary Stores
- 602 Correction of Naval Records
- 603 Customs Requirements
- 604 Do-It-Yourself Moving Program
- 605 Funded Emergency Leave
- 606 ID Card Application Procedures
- 607 Leave Information
- 608 Life Insurance Sponsored by the Government
- 609 MILCAP -- Military Cash Award Program
- 610 Morale, Welfare and Recreation (MWR) Activities
- 611 Navy Exchange
- 612 Navy Sponsor Program
- 613 Overseas Transfer Information
- 614 Passports and Visas
- 615 Pay and Allowances
- 616 PCS Travel Plus Shipment and Storage of Household Goods
- 617 Rapid Means of Contacting Your Deployed Spouse
- 618 SRB -- Selective Reenlistment Bonus
- 619 Space Available Travel
- 620 Veteran's Benefits
- 621 Navy League/Sea Cadets
- 622 Locator Service
- 623 Women in the Navy
- 624 BAQ for Two-Service-Member Families
- 625 Frocking
- 626 Conflict of Interest Standard of Conduct
- 627 Special and Incentive Pays
- 628 Augmentation Designator Change Policy
- 629 Navy Wives Club
- 630 Jobs Program
- 631 Overseas Screening Requirements

RETIREMENT

- 700 Death and Burial of Retired Personnel
- 701 Retired Pay and Disability Pay
- 702 Survivor Benefit Plan
- 703 General Survivor Benefits
- 704 Retired Seminars
- 705 "High 3" Retirement Computation

SPECIAL ASSISTANCE

- 800 American Red Cross
- 801 Battered Spouse/Child Abuse
- 802 Family Assistance
- 803 Drug and Alcohol Abuse Counseling
- 804 Navy Family Service Centers
- 805 Navy Relief Society

TRAINING AND ASSIGNMENTS

- 900 CWO -- Commissioned Warrant Officer Program
- 901 Enlisted Aviation Warfare Qualification Program
- 902 Enlisted Surface Warfare Specialist Qualification Program
- 903 Guard III -- Guaranteed Assignment Retention Detailing Program
- 904 Lateral Conversion Program
- 905 LDO -- Limited Duty Officer Program
- 906 Limited Duty Officer (Aviation) Program
- 907 Naval Reserve
- 908 Submarine Training
- 909 Officer Candidate Preparatory Training
- 910 PEP -- Personnel Exchange Program
- 911 SCORE -- Selective Conversion and Reenlistment Program
- 912 STAR -- Selective Training and Reenlistment Program
- 913 Nuclear Power Officer Candidate
- 914 CWO Physicians Assistant Program
- 915 Navy Career Counselors
- 916 Reenlistment Quality Control
- 917 Reserve Affiliation
- 918 Reserve Retirement
- 919 Training and Administration of Reserves Program/Recall
- 920 Naval Reserve Force Ships
- 921 Sea and Air Mariner Program
- 922 Reserve Drill Pay
- 923 Reserve Incentive
- 924 Assignment of Member Married to Member
- 925 Swaps
- 926 Humanitarian Assignments
- 927 Special Duty
- 928 Washington D.C. Assignments
- 929 Senior Enlisted Academy/Sergeant Major Academy
- 930 Recruiting Duty
- 931 Duty Preference
- 932 1306/7 Personnel Action Request
- 933 EOD/UDT/SEALS/DIVERS
- 934 Deep Freeze

BIBLIOGRAPHY

Bennis, Warren. On Becoming A Leader. New York: Addison - Wesley, 1989.

Bennis, Warren and Burt Nanus. Leaders. San Francisco: Harper and Row, 1985.

Brunning, Iva L. "An Information Processing Approach To A Theory Of Instruction," Journal of Educational Technology, Vol 31, No. 2, pp. 91-101.

Conrad, Clifton F. ed. ASHE Reader on Academic Programs in Colleges and Universities. Lexington: Ginn Press, 1985.

Crawford, Vernon. From Confucius to Oz. New York: Donald I. Fine, Inc., 1988.

Feuer, Dale and Beverly Gerber. "Uh-Oh. . . Second Thoughts About Adult Learning Theory," Journal of Training, December, 1988, pp. 31-39.

Gagne, Robert M. "Developments In Learning Psychology," Journal of Educational Technology, June, 1982, pp. 11-15.

Galagan, P. A. "IBM Gets It's Arms Around Education," Journal of Training and Development, January 1989, pp. 35-41.

Hamlin, Sonya. How To Talk So People Listen. New York: Harper & Row, 1988.

Hersey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior. 5th ed. Englewood Cliffs: Prentice Hall, 1988.

Hickman, Craig. Mind of a Manager Soul of a Leader. New York: John Wiley and Sons, Inc., 1990.

Hoff, Benjamin. The Tao of Pooh. New York: Penguin Books, 1982.

Hunsaker, Phillip L. and Anthony J. Alessandra. The Art of Managing People. New York: Simon & Schuster, 1980.

Korda, Michael. Power! How To Get It. How To Use It. New York: Ballantine, 1975.

Kreisher, O. "Senators Quiz ADM Kelso, CNO Nominee," The San Diego Union, June 15, 1990, p. A-2.

McCaffree, Mary Jane and Pauline Innis. Protocol - The Complete Handbook of Diplomatic, Official and Social Usage. Washington, D.C.: Devon, 1977.

McCall, M. W., Jr., A. M. Morrison & R. L. Hannan. "Studies of Managerial Work: Results and Methods," Technology Report #9, Greensboro, 1978.

Mount, Lucia. "Tips on Leading an Organized Life", Christian Science Monitor, Boston, September 17, 1990, p. 14.

NAVEDTRA 38042-A, Leadership and Management Education and Training Advanced Division Officer Course, 1989.

NAVMILSPERSCOMINST 1616.1A, 10 May 1983.

NAVPERS 15255M, Division Officer's Planning Guide, 1987.

NAVSO P-3582, The Financial Guidebook for Commanding Officers, DON, July 1990.

Perspective Newsletter, Washington, D.C., November-December 1985, p. 3.

Posner, George J. and Alan N. Grudnitsky. Course Design, 3rd Ed. New York: Longman, 1986.

Roach, Carol L. and Nancy J. Wyatt. Successful Listening. New York: Harper & Row, 1988.

Robbins, Anthony. Unlimited Power. New York: Fawcett Columbine, 1986.

Rossett, Allison. Training Needs Assessment. Englewood Cliffs: Educational Technology Publication, 1987.

Swets, Paul W. The Art of Talking So That People Will Listen. New York: Prentice Hall, 1983.

Thomsett, Michael, C. The Little Black Book of Budgets and Forecasts. New York: Amacon, 1988.

Walton, Clarence C. The Moral Manager. New York: Harper and Row, 1988.

STUDENT EVALUATION

- 1. Of the three areas covered in this curriculum - leadership skills, management skills and professional development which did you like the most? Why? The least and explain why.**

- 2. List at least three things you would change about the course content.**

- 3. How would you rank your instructor - outstanding, satisfactory or poor? Give two examples that would support your ranking.**

- 4. If you were the instructor for this course what would you teach differently? Why?**

- 5. List five items you learned from this course and how they can be applied to your job in the Navy.**

INSTRUCTOR EVALUATION

YES | NO

- ___|___1. The instructor was prepared to teach the class.
- ___|___2. The instructor utilized the visual aides satisfactory.
- ___|___3. The instructor managed the learning environment well.
- ___|___4. The instructor demonstrated effective communication skills.
- ___|___5. The instructor demonstrated effective presentation skills.
- ___|___6. The instructor demonstrated effective questioning skills and techniques.
- ___|___7. The instructor responded appropriately to learner's need for clarification or feedback.
- ___|___8. The instructor provided positive reinforcement and motivational incentives.
- ___|___9. The instructor had assured preparation of the instructional site.
- ___|___10. The overall evaluation of this instructor was satisfactory.

STUDENT QUESTIONNAIRE

1. Do you believe the subjects covered during this course were relevant to your career?
2. What would you delete from this course?
3. What would you add to this course?
4. What would make this curriculum/school better?
5. If you have attended another Navy department head school how would you compare the two? Which items were helpful? Which were useless?
6. Do you think the school should be shortened? Lengthened? Why?

7. Did you find the instructional method satisfactory? If not, please explain.

8. General Comments:

Teacher's Name _____

Observer's Name _____

LECTURE-DEMONSTRATION STUDENT
CRITIQUE SHEET

PLEASE CHECK THE MOST APPROPRIATE CATEGORY.
Very Good Adequate Needs Work Not Applicable

- | | | | | |
|--|-------|-------|-------|-------|
| 1. The teacher used language that was appropriate to the learning ability of the students. | _____ | _____ | _____ | _____ |
| 2. The teacher stated the main idea of the lecture-demonstration. | _____ | _____ | _____ | _____ |
| 3. The teacher explained <u>why</u> you were going to use this method and learn this subject. | _____ | _____ | _____ | _____ |
| 4. The teacher gave supporting facts, statements, opinions, authorities, etc. | _____ | _____ | _____ | _____ |
| 5. The teacher prepared and used appropriate and effective visual aids (pictures, charts, graphs, maps, actual objects, props, etc.) | _____ | _____ | _____ | _____ |
| 6. The teacher spoke loudly enough to be heard. | _____ | _____ | _____ | _____ |
| 7. The teacher showed each step clearly enough that you could repeat the demonstration <u>almost</u> unassisted. | _____ | _____ | _____ | _____ |
| 8. The teacher maintained eye contact. | _____ | _____ | _____ | _____ |
| 9. The teacher showed enthusiasm in his presentation (voice inflection, gestures, movement, etc.) | _____ | _____ | _____ | _____ |
| 10. The teacher summarized (restated the main points.) | _____ | _____ | _____ | _____ |
| 11. What aspects of the lesson went well?
What areas do you feel need improving?
Any other comments? | | | | |

Surface Warfare Division Officer Course

Listing of Units and Titles

From CIN A-4H-0118 (Student Guide Preface Volume)

Date: June 1989

<u>Unit</u>	<u>Title</u>
1	Maneuvering Board
2	Deck Seamanship
3	Bridge Watchstanding
4	CIC Watchstanding
5	Naval Communication Procedure
6	Rule of the Road
7	Navigation
8	Simulators
9	Tactical Trainers
10	Propagation and Detection
11	Engagement Systems
12	Command and Control Systems
13	Martime Strategy and Assets
14	Naval Warfare Operations
15	The Threat
16	Maintenance and Operational Readiness

17	NAVTAG
18	Steam Propulsion
19	Gas Turbine/Diesel Propulsion
20	Electrical and Auxiliary Systems
21	Damage Control I
22	Damage Control II
23	OOD Inport
24	Personnel Organization and Administration
25	Counselor/Advisor
26	Training and Correspondence
27	Inspection and Safety
28	PMS
29	MDS/Supply
30	SNAP II
31	Celestial Navigation